

Pennsylvania Correlations Grades K-1

The Correlation of CraftPlus to the PA Early Childhood Learning Continuum Indicators can be used to align classroom instruction to state expectations and determine areas of emphasis within the curriculum. CraftPlus curricula provides direct instruction of writing and research indicators and also offers many opportunities to develop and practice a variety of reading, listening, and speaking skills outlined in the PA Early Childhood Learning Continuum Indicators.

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Organizational</p> <ul style="list-style-type: none"> • Say, draw, and write about self. • Tell what is happening in pictures. • Generate a thesis statement about a picture and give evidence for that opinion: <i>I think....because...</i> • Say and write several sentences about personal knowledge. • Use a question or exclamation hook. • Use ending techniques: feeling about the topic, universal word ending, question. • Choose a topic independently. • Generate lists, pre-write by listing; sort lists into clumps. • Write many sentences on one topic. • Identify two text features—Table of Contents, Index. • Sequence events in time order for a narrative. 	<p>1.4 Types of Writing</p> <p>A. Dictate and/or write narrative pieces from personal experience.</p> <ul style="list-style-type: none"> • Include people, places, and things in dictation, storyboards, and writing. • Select appropriate illustrations to accompany story. • Include simple plot when sharing information. <p>B. Write informational sentences (e.g., letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant.</p> <p>C. Write an opinion and support it with facts.</p> <p>1.5 Quality of Writing</p> <p>A. Write with a selected focus.</p> <p>C. Write organized sentences.</p> <ul style="list-style-type: none"> • Recognize and use the correct word order in written sentences. • Include a beginning, middle, and end when writing a story.
<p>Composing Skills</p> <ul style="list-style-type: none"> • Use strong verbs. • Use attribute vocabulary for <i>color, size, number, shape and texture, location movement, sound.</i> • Make comparisons using <i>like</i> and simile form. • Extend sentences with phrases of <i>when</i> and <i>where</i>. 	<p>1.4 Types of Writing</p> <p>A. Dictate and/or write narrative pieces from personal experience.</p> <ul style="list-style-type: none"> • Include people, places, and things in dictation, storyboards, and writing. • Select appropriate illustrations to accompany story. • Include simple plot when sharing information.

Target Skill	PA Standards Correlation
<p>Composing Skills (<i>continued</i>)</p> <ul style="list-style-type: none"> • Revise by adding. • Use alliteration. 	<p>1.4 Types of Writing (<i>continued</i>)</p> <p>B. Write informational sentences (e.g., letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant.</p> <p>C. Write an opinion and support it with facts.</p> <p>1.5 Quality of Writing</p> <p>B. Write content sentences using content appropriate for the topic.</p> <ul style="list-style-type: none"> • Identify possible organizational structures for information. • Write a series of sentences. • Incorporate details relevant to the topic using short sentences. <p>D. Use a variety of words to create consistent writer’s voice.</p> <ul style="list-style-type: none"> • Write complete simple sentences. • Write sentences containing descriptive words and verbs in context.
<p>Conventions</p> <ul style="list-style-type: none"> • Write name and date on paper. • Capitalize the first letter of sentence and own name. • Use end punctuation of ?, !, in group session. • Use a period after all writing. • Use lower case consistently. • Check spelling for colors, numbers 1-10, and days of the week. • Correct spelling of content words and specific sight words. 	<p>1.5 Quality of Writing</p> <p>F. Edit writing for grammar and punctuation.</p> <ul style="list-style-type: none"> • Spell high-frequency sight words correctly. • Capitalize the first word of a sentence, names of people, and the pronoun I. • Use proper end punctuation (.?!). • Use nouns, pronouns and verbs in writing. • Use complete, simple, declarative, interrogative, and exclamatory sentences in writing.

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Writing Process</p> <ul style="list-style-type: none"> • Apply aspects of the writing process described as organizational, composing, and conventions Target Skills. • Peer Conference-- Identify Target Skills. • Revise for the Target Skills-addition. • Edit the print conventions that have been taught. 	<p>1.5 Quality of Writing</p> <p>E. Revise writing to add or eliminate details and correct ideas so a logical order is present.</p> <p>F. Edit writing for grammar and punctuation.</p> <ul style="list-style-type: none"> • Spell high-frequency sight words correctly. • Capitalize the first word of a sentence, names of people, and the pronoun I. • Use proper end punctuation (.?!). • Use nouns, pronouns, and verbs in writing. • Use complete, simple, declarative, interrogative and exclamatory sentences in writing. <p>1.6 Speaking and Listening</p> <p>A. Listens to others when they are speaking and demonstrates understanding of message.</p> <ul style="list-style-type: none"> • Ask questions to obtain clarifying information. • Identify the difference between facts and opinions. <p>D. Relate a real-life experience to a specified topic.</p> <ul style="list-style-type: none"> • Ask related questions to gain information. • Respond with related information to questions asked. • Listen to the contributions of others. • Display conversational turn-taking behaviors. <p>E. Participate in small and large group discussions with assigned roles.</p> <ul style="list-style-type: none"> • Present a short report. • Record information from other persons. <p>F. Use electronic media for learning purposes, such as generating a story or journal.</p>

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Reading/Writing</p> <ul style="list-style-type: none"> • Identify character and setting. • Give an opinion about a book. • Write 3-8 sentences about the topic of a book. • Identify text features: index, glossary, diagrams. • Identify the feeling ending in a personal narrative. • Identify main character, setting, and problem. • Generate lists in response to informational text. • Generate an index for an indexless book. 	<p>1.8 Research</p> <p>A. Discuss reasons for choosing a topic for research.</p> <p>B. Locate information using topical words and sentences.</p> <ul style="list-style-type: none"> • Differentiate between various sources of information (e.g. dictionary, newspapers, magazines, electronic media). • Select sources for gathering information. • Use picture clues, key words, and headings to locate information. • Search word wall lists, books, and teacher-categorized databases to obtain information. <p>C. Gather important information related to the main idea.</p> <p>Related Reading Standards</p> <p>1.1 Learning to Read Independently</p> <p>A. Identify the purpose of text using illustrations and text format clues.</p> <p>B. Preview text to identify title, author, and parts of a book</p> <p>C. Manipulate the structural features of spoken and written language to read simple sentences and stories (includes decoding and encoding).</p> <p>G. Identify the characteristics of fiction and nonfiction text.</p> <p>1.2 Reading Critically in All Content Areas</p> <p>A. Discuss content of informational items in text.</p> <p>B. Identify and use a variety of media to gain information.</p> <p>C. Identify the conventions of a variety of genre.</p> <p>1.3 Reading Analyzing and Interpreting Literature</p> <p>C. Identify the literary devices in rhyme, repetition, rhythm, and patterns.</p> <p>D. Identify and complete predictable language patterns.</p> <p>E. Identify dialogue and story action in plays and stories.</p>

Pennsylvania Correlations Grades 2-3

The Correlation of CraftPlus to the PA Writing Standards and Reading Assessment Anchors can be used to align classroom instruction to state expectations and determine areas of emphasis within the curriculum. CraftPlus curricula provides direct instruction of writing and research standards and also offers many opportunities to develop and practice a variety of reading, listening, and speaking skills outlined in the Standards. Reading and writing are reciprocal processes; the relationship to the PA Reading Assessment Anchors has been provided so that the power of reading-writing connection can be maximized wherever possible.

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Organizational</p> <ul style="list-style-type: none"> • Focus the story. • Write a thesis statement. • Interpret, pre-write, and draft in response to prompts. • Identify and compare pairs; use comparison Analysis Organizer. • Organize writing by listing and clumping. • List and sort for paragraphs. • Form topic sentences. • Order events chronologically. • Use a variety of hooks. • Elaborate focal event of story. • Use ending techniques. • Use salutation and closing in a letter. 	<p>1.4 Types of Writing</p> <p>A. Write narrative pieces (e.g., stories, poems, plays).</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Use relevant illustrations. • Include literary elements. <p>B. Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.</p> <p>C. Write an opinion and support it with facts.</p> <p>1.5 Quality of Writing</p> <p>A. Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order. • Include a recognizable beginning, middle, and end.
<p>Composing Skills</p> <ul style="list-style-type: none"> • Use alliteration and onomatopoeia. • Use time and procedural transitions. • Use dialogue and dialogue tags. • Use strong verbs, attributes, specificity, definitions. • Use compound sentences. • Extend or combine sentences. 	<p>1.4 Types of Writing</p> <p>A. Write narrative pieces (e.g., stories, poems, plays).</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Use relevant illustrations. • Include literary elements. <p>B. Write informational pieces (e.g., descriptions, letters, reports, instruction) using illustrations when relevant.</p>

	C. Write an opinion and support it with facts.
Target Skill	PA Standards Correlation
Composing Skills (<i>continued</i>) <ul style="list-style-type: none"> • Use a variety of comparisons. • Use contrast. • Offer the reader clues. • Use supporting details. • Choose words to fit audience. • Engage the reader by using pronouns <i>you</i> and <i>we</i> and imperative verb tense. 	1.5 Quality of Writing B. Write using well-developed content appropriate for the topic. <ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences or paragraphs with one central idea. • Incorporate details relevant and appropriate to the topic. D. Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs.
Conventions <ul style="list-style-type: none"> • Use lower cases consistently; wrap text. • Capitalize the first letter of sentences, dates, and proper nouns. • Use punctuation ?, !, and period. Use beginning paragraph indentation. • Spell specific collection of sight words and content words, apply spelling rules. • Construct lists in text and use a series of commas. • Paragraph narratives: time, place, and speaker changes. • Use quotation marks around what came out of a speaker’s mouth; use comma in dialogue. • Use a variety of resources to correct spelling. 	1.5 Quality of Writing F. Edit using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Writing Process</p> <ul style="list-style-type: none"> • Write many related sentences on a topic. • Write multi-paragraph pieces with hook and ending. • Peer conference—Identify Target Skills and make appropriate comments. • Revise for the Target Skills. • Use thesaurus for substitutive revision. • Edit the print conventions that have been taught. 	<p>1.5 Quality of Writing</p> <p>E. Revise writing to improve detail and order by identifying missing information and determining whether ideas flow logically.</p> <p>F. Edit using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p> <p>1.6 Speaking and Listening</p> <p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask questions as an aid to understanding. • Distinguish fact from opinion. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present oral readings. • Deliver short reports (e.g., Show-and-Tell, field trip summary). <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Show or explain what was learned.

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Reading/Writing</p> <ul style="list-style-type: none"> • Apply phonics and phonemic knowledge to approximate new words. • Identify text features; use in own writing. • Generate lists and opinion of text. • State thesis about setting and character in a story. • Cite pages and text to support thesis. • Use descriptive attributes, specificity. • Identify story elements. • Summarize a story. • Write about information in a book. • Make comparisons. • Construct a glossary. • Write captions for pictures to extend text information. 	<p>1.8 Research</p> <p>A. Select a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Locate resources for a particular task (e.g., newspapers, dictionary). • Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations, electronic media). • Use table of contents, key words, and guide words. • Use traditional and electronic search tools. <p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Summarize, orally or in writing, the main ideas. <p>Related Reading Assessment Anchors</p> <p>R3.A.1.2; R3.A.2.2 Apply word recognition skills (fiction and nonfiction).</p> <p>R3.A.1.5; R3.A.2.5 Retell or summarize the major ideas of the text (fiction and nonfiction).</p> <p>R3.A.1.6 Identify whether a text tells a story or is a poem.</p> <p>R3.A.2.6 Identify if a text provides information.</p> <p>R3.B.1.1 Identify the components of fiction and nonfiction text.</p> <p>R3.B.2.1 Identify sound techniques.</p> <p>R3.B.2.2 Identify figurative language in text.</p> <p>R3.B.3.1 Differentiate fact from opinion.</p> <p>R3.B.3.2 Distinguish between essential and nonessential information within text.</p> <p>R3.B.3.3 Identify and use text organization including sequence, question/answer, comparison/contrast, cause & effect, problem/solution, the headings, graphics, and charts to derive meaning.</p>

Pennsylvania Correlations Grades 4-5

The Correlation of CraftPlus to the PA Writing Standards and Reading Assessment Anchors can be used to align classroom instruction to state expectations and determine areas of emphasis within the curriculum. CraftPlus curricula provides direct instruction of writing and research standards and also offers many opportunities to develop and practice a variety of reading, listening, and speaking skills outlined in the Standards. Reading and writing are reciprocal processes; the relationship to the PA Reading Assessment Anchors has been provided so that the power of reading-writing connection can be maximized wherever possible.

<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Composing Skills</p> <ul style="list-style-type: none"> • Use simile, metaphor and personification, alliteration, onomatopoeia, hyperbole. • Use time, procedural and place transitions. • Use dialogue and dialogue tags. • Use strong verbs, attributes, specificity, definition, and emotion words. • Use a variety of sentence structures. • Support main ideas, thesis statements, and arguments with details. • Use text structures. • Engage the reader by using a variety of pronouns and imperative verbs. • Revise for repetitive sentence starts. • Elaborate focal event. • Develop character. • Use contrast and comparison words. • Use a variety of voice techniques. • Choose words to fit audience. 	<p>1.4 Types of Writing</p> <p>A. Write poems, plays and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements. • Use literary devices. <p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, tables, illustrations, photographs). <p>C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.</p> <p>1.5 Quality of Writing</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. • Write paragraphs that have a topic sentence and supporting details. <p>D. Write with an understanding of the stylistic aspects of composition.</p>

	<ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language including adjectives, adverbs, action verbs, and specific details that convey the writer’s meaning. • Develop and maintain a consistent voice.
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<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Conventions</p> <ul style="list-style-type: none"> • Use lower cases consistently; wrap text. • Capitalize the first letter of sentences, dates, and proper nouns. • Use punctuation: ?, !, and period. Use beginning paragraph indentation. • Spell specific collection of sight words and content words, apply spelling rules. • Construct lists in text and use a series of commas. • Paragraph narratives: time, place, and speaker changes. • Use quotation marks around what came out of a speaker’s mouth; use comma in dialogue. • Use a variety of resources to correct spelling. • Use colons. • Use rubric to self evaluate. 	<p>1.5 Quality of Writing</p> <p>F. Edit using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).
<p>Writing Process</p> <ul style="list-style-type: none"> • Write many related sentences on a topic. • Write multi-paragraph pieces with hook and ending. • Peer conference—Identify Target Skills and make comments about clarity and interest. • Revise for the Target Skills: adding, substituting, deleting. 	<p>1.5 Quality of Writing</p> <p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p> <p>F. Edit using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks,

<ul style="list-style-type: none"> • Use thesaurus for substitutive revision. • Edit the print conventions that have been taught. • Determine purpose, intended audience. 	<p>commas, quotation marks, apostrophes).</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p>
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<i>Target Skill</i>	<i>PA Standards Correlation</i>
<p>Writing Process<i>(continued)</i></p>	<p>1.6 Speaking and Listening</p> <p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask pertinent questions. • Distinguish relevant information, ideas, and opinions from those that are irrelevant. • Take notes when prompted. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. • Give reasons for opinions. • Summarize when prompted. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present an oral reading. • Deliver research reports. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Use a variety of images and sounds to create an effective presentation on a topic.

<p>Reading/Writing</p> <ul style="list-style-type: none"> • Apply phonics and phonemic knowledge to approximate new words. • Identify and interpret text features, structures; use in own writing. • Generate lists and opinion of text. • Describe function of glossary, index, and table of contents. • State thesis about setting and character in a story. • Cite pages and text to support thesis. • Use descriptive attributes, specificity. • Identify literary elements. • Summarize a story; summarize information. 	<p>1.8 Research</p> <p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Evaluate the usefulness and qualities of the sources. • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references, and appendices. • Use traditional and electronic search tools. <p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Present the topic using relevant information. • Credit sources using a structured format (e.g., author, title).
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<p>Target Skill</p> <p>Reading/Writing<i>(continued)</i></p> <ul style="list-style-type: none"> • Make comparisons. • Use Comparison Analysis Organizer and comparison cue words. • Take notes. • Construct a glossary. • Write captions for pictures to extend text information. • Use contrast for text structure. • Use <i>you</i>, <i>we</i>, and imperative words to engage reader. 	<p>PA Standards Correlation</p> <p>Related Reading Assessment Anchors</p> <p>R5.A.1.2; R5.A.2.2 Apply word recognition skills (fiction and nonfiction).</p> <p>R5.A.1.5; R5.A.2.5 Retell or summarize the major ideas/themes of the text (fiction and nonfiction).</p> <p>R5.A.1.6 Identify text as narrative or poetic.</p> <p>R5.A.2.6 Identify text as informational or persuasive.</p> <p>R5.B.1.1 Identify/compare the components of fiction and nonfiction text.</p> <p>R5.B.2.1 Identify and describe sound techniques.</p> <p>R5.B.2.2 Identify and describe figurative language in text.</p> <p>R5.B.3.1 Differentiate fact from opinion in text.</p> <p>R5.B.3.2 Distinguish between essential and nonessential information within or across text.</p> <p>R5.B.3.3 Identify and use text organization including sequence, question/answer, comparison/contrast, cause & effect, problem/solution, the headings, graphics, and charts to derive meaning.</p>
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