

DIOCESE OF HARRISBURG – ILA CURRICULUM

**1.1 Reading, Analyzing, and
Interpreting Literature and
Informational Texts**

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>A. Select reading by type and purpose.</p> <ul style="list-style-type: none"> • Before reading, preview illustrations and make predictions about the story. 	<p>A. Select reading by type and purpose.</p> <ul style="list-style-type: none"> • Before reading, recognize the purpose and type of text. 	<p>A. Select reading by type and purpose.</p> <ul style="list-style-type: none"> • Before reading, identify the purpose and type of text. Set purposes for reading. 		
<p>B. Identify the characteristics of various genre.</p> <ul style="list-style-type: none"> • Recognize and identify various forms of genre (e.g., real, make-believe, nursery-rhymes, poetry, fairy tales) using a variety of literary genre. 	<p>B. Identify the characteristics of various genre.</p> <ul style="list-style-type: none"> • Verbalize and identify various forms of genre (e.g., real, make-believe, and poetry). Recognize work in various literary genre. 	<p>B. Identify the characteristics of various genre.</p> <ul style="list-style-type: none"> • Distinguish the characteristics of genre. 		
<p>C. Read critically using self-monitoring techniques.</p> <ul style="list-style-type: none"> • Read text using self-monitoring comprehension strategies (e.g., relate prior knowledge, questions, and clarify-meaning, self-correct, and revise predictions). 	<p>C. Read critically using self-monitoring techniques.</p> <ul style="list-style-type: none"> • Read text using self-monitoring comprehension strategies (e.g., prior knowledge, predicting, self-questioning, revising predictions, rereading, clarifying, making associations, and drawing conclusions). 	<p>C. Read critically using self-monitoring techniques.</p> <ul style="list-style-type: none"> • Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organizations including headings, graphics, charts, and adjust reading rate). 		

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1.1 Reading, Analyzing, and
Interpreting Literature and
Informational Texts
(continued)

Upon the Completion of 1 st Grade, student should be able to:	Upon the Completion of 2 nd Grade, student should be able to:	Upon the Completion of 3 rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>D. Determine the main idea and use supporting details: summarize text.</p> <ul style="list-style-type: none"> • After reading, demonstrate an understanding of fiction and nonfiction text. • Retell the story orally or by drawing. • Identify the main ideas of the selection. • Apply the new information to prior knowledge. • Participate in discussions to clarify ideas. • Recall details from the selection. 	<p>D. Determine the main idea and use supporting details: summarize text.</p> <ul style="list-style-type: none"> • After reading, demonstrate an understanding and interpretation of fiction and nonfiction text by retelling or summarizing. • Retell or identify main ideas. • Apply the new information or ideas from the text to prior information. • Clarify ideas and understanding through rereading and discussion. 	<p>D. Determine the main idea and use supporting details: summarize text.</p> <ul style="list-style-type: none"> • After reading, demonstrate an understanding and interpretation of fiction and nonfiction text. • Retell or summarize the main ideas, themes, or procedures of the text. • Connect new information to prior information. • Reread and use discussion to clarify meaning. • Cite text evidence. 		

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**1.1 Reading, Analyzing, and
Interpreting Literature and
Informational Texts (continued)**

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>E. Read and comprehend essential content of informational text, and documents in all academic areas.</p> <ul style="list-style-type: none"> • Read or listen to and discuss content of informational texts. • Distinguish between real and make-believe. • Identify essential and nonessential information. • Draw conclusions from the text. • Apply appropriate comprehension strategies to construct meaning. 	<p>E. Read and comprehend essential content of informational text and documents in all academic areas.</p> <ul style="list-style-type: none"> • Read and understand essential content of informational texts. • Distinguish between fact and opinion. • Distinguish between essential and nonessential information in various texts. • Make inferences and draw conclusions from text in all content areas. • Apply appropriate comprehension strategies to construct meaning. 	<p>E. Read and comprehend essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Read and understand essential content of informational texts. • Distinguish between fact and opinion. • Distinguish between essential and nonessential information in various texts. • Make inferences and draw conclusions from text in all content areas. • Analyze text organization and content to derive meaning using established criteria. 		
<p>F. Compare the use and effect of literary elements.</p> <ul style="list-style-type: none"> • Identify the literary elements of character, setting, and plot by writing or drawing. 	<p>F. Compare the use and effects of literary elements.</p> <ul style="list-style-type: none"> • Identify literary elements describing characters, setting, problem, and solution. 	<p>F. Compare the use and effect of literary elements.</p> <ul style="list-style-type: none"> • Identify literary elements describing characters, setting, problem, and solution. 		

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**1.1 Reading, Analyzing, and
Interpreting Literature and
Informational Texts (continued)**

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>G. Describe the author’s use of literary devices.</p> <ul style="list-style-type: none"> • Identify literary devices in stories. • Sound techniques (e.g., repetition, rhyme, and rhythm). • Figurative language (e.g., personification). 	<p>G. Describe the author’s use of literary devices.</p> <ul style="list-style-type: none"> • Identify literary devices in stories. • Sound techniques (e.g., repetition, rhyme, and rhythm). • Figurative language (e.g., personification). 	<p>G. Describe the author’s use of literary devices.</p> <ul style="list-style-type: none"> • Identify literary devices in stories. • Sound techniques (e.g., repetition, rhyme, rhythm, and alliteration). • Figurative language (e.g., personification, simile, and metaphor). 		
<p>H. Identify elements and comprehend poetry.</p> <ul style="list-style-type: none"> • Identify the structures in poetry (e.g., pattern books, predictable books, and nursery rhymes). 	<p>H. Identify elements and comprehend poetry.</p> <ul style="list-style-type: none"> • Identify the structures in poetry (e.g., pattern books, predictable books, and nursery rhymes). 	<p>H. Identify elements and comprehend poetry.</p> <ul style="list-style-type: none"> • Identify the structures in poetry. • Identify various poetic forms (e.g., free verse, rhymed verse, haiku, cinquain, and limerick). 		
<p>I. Analyze drama</p> <ul style="list-style-type: none"> • Identify dialogue in plays and stories. 	<p>I. Analyze drama</p> <ul style="list-style-type: none"> • Identify the structures in drama (e.g., dialogue, story enactment, and acts). 	<p>I. Analyze drama</p> <ul style="list-style-type: none"> • Identify the structures in drama (e.g., dialogue, story enactment, acts, and scenes). 		

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1.1.1 Learning to Read Independently

Upon the Completion of 1 st Grade, student should be able to:	Upon the Completion of 2 nd Grade, student should be able to:	Upon the Completion of 3 rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>A. Prior to reading a selection, preview illustrations and make predictions about the story.</p>	<p>A. Prior to reading a selection, recognize the purpose and type of text.</p>	<p>A. Prior to reading a selection, set a purpose and identify the type of text.</p>		
<p>B. Identify by pointing to the title and author and locate the table of contents and glossary.</p>	<p>B. Preview the text format (e.g., title, author, illustrations, chapters, table of contents, and glossary).</p>	<p>B. Preview the text format (e.g., title, headings, illustrations, chapters, table of contents, and glossary).</p>		
<p>C. During reading, apply phonics skills to consonants, blends, digraphs, and vowel sounds to decode words. Identify root words and word family patterns. Use picture and context clues to read text.</p>	<p>C. During reading, use knowledge of phonics skills and word analysis (e.g., root words, prefixes, suffixes). Use word family patterns, pictures, context clues and syllabication to decode and understand new words.</p>	<p>C. During reading, use knowledge of phonics skills and word analysis (e.g., root words, prefixes, and suffixes). Use word family patterns, pictures, context clue, and syllabication.</p>		
<p>D. Read text using self-monitoring comprehension strategies (ex. relate prior knowledge, make predictions, question and clarify meaning, self-correct, and revise predictions).</p>	<p>D. Read text using self-monitoring comprehension strategies (e.g., prior knowledge, make predictions, self-questioning, revising predictions, rereading, clarifying, making associations, and drawing conclusions).</p>	<p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organization including headings, graphics, charts, and adjust reading rate).</p>		
<p>E. Acquire a sight vocabulary of high frequency words and strategies to identify words using phonics and context clues. Use a dictionary when appropriate.</p>	<p>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, and categories of words). Use a dictionary when appropriate.</p>	<p>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, and categories of words). Use a dictionary when appropriate.</p>		
<p>F. Understand the meaning of and correctly use new vocabulary learned in various subject areas.</p>	<p>F. Understand the meaning of and correctly use new vocabulary learned in various subject areas.</p>	<p>F. Understand the meaning of and correctly use new vocabulary learned in various subject areas.</p>		

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1.1.1 Learning to Read Independently

Upon the Completion of 1 st Grade, student should be able to:	Upon the Completion of 2 nd Grade, student should be able to:	Upon the Completion of 3 rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>G. After reading, demonstrate an understanding of fiction and nonfiction texts.</p> <ul style="list-style-type: none"> • Retell the story orally or by drawing. • Identify the main ideas of the selection. • Apply new information to prior knowledge. • Participate in discussions to clarify ideas about the selection. • Recall details from the selection. 	<p>G. After reading, demonstrate an understanding and interpretation of both fiction and nonfiction text by retelling or summarizing.</p> <ul style="list-style-type: none"> • Retell or identify main ideas. • Apply the new information or ideas from the text to prior information. • Clarify ideas and understandings through rereading and discussions. 	<p>G. After reading, demonstrate an understanding and interpretation of both fiction and nonfiction texts.</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas and themes of the text. • Connect new information to prior information. • Clarify ideas and understandings through rereading and discussions. • Cite evidence to support assertions. 		
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read appropriate leveled materials aloud with accuracy. • Read a variety of genres and types of text. • Demonstrate comprehension by answering questions regarding the text. 	<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read appropriate leveled materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter, and pronunciation to convey meaning. • Read a variety of genres and types of texts. 	<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read appropriate leveled materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter, and pronunciation. • Read a variety of genres and types of texts. • Demonstrate comprehension by answering questions regarding the text.. 		

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1.2 Types and Qualities of Writing

A. Narrative Writing

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>A. Write narrative pieces such as poems and stories.</p> <ul style="list-style-type: none"> • Show knowledge of plot and purpose. • Create fictional characters. • Use literary devices. 	<p>A. Write narrative pieces such as poems and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Show knowledge of plot and purpose. • Develop characters. • Use dialogue. • Use literary devices. 	<p>A. Write narrative pieces such as poems and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Show knowledge of plot and purpose. • Develop characters. • Employ dialogue. • Use literary devices. 		

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1.2 Types and Qualities of Writing

B. Expository Writing

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>B. Write a 1-3 paragraph expository essay on a given topic (description, sequence, comparison, cause and effect, and problem and solution).</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. 	<p>B. Write a 3-5 paragraph expository essay on a given topic (description, sequence, comparison, cause and effect, and problem and solution).</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Label relevant information included in essay. • Provide a clear beginning, middle, and end. 	<p>B. Write a 3-5 paragraph expository essay on a given topic (description, sequence, comparison, cause and effect, problem and solution).</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Label relevant information included in essay. • Provide a clear beginning, middle, and end. 		

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1.2 Types and Qualities of Writing

C. Persuasive Writing

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>C. Write a persuasive piece stating opinions and including supportive details.</p> <ul style="list-style-type: none"> • Include beginning, middle, and ending sentences. • Distinguish between fact and opinion. • Support opinions with details. 	<p>C. Write a persuasive piece stating opinions and including supportive details.</p> <ul style="list-style-type: none"> • Include beginning, middle, and ending sentences. • Distinguish between fact and opinion. • Support opinions with details. 	<p>C. Write a persuasive piece stating opinions and including supportive details.</p> <ul style="list-style-type: none"> • Include beginning, middle, and ending sentences. • Distinguish between fact and opinion. • Support opinions with strong details. 		

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1.2 Types and Qualities of Writing

D. Research

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>D. Write a 1-3 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Identify facts and details. • Use a logical order to write. • Use transition words. • Cite sources of information. 	<p>D. Write a 3-5 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Identify facts and details. • Use a logical order to write. • Use transition words. • Cite sources of information. 	<p>D. Write a 3-5 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Identify facts and details. • Use a logical order to write. • Use transition words. • Cite sources of information. 		

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1.2 Types and Qualities of Writing

E. Quality of Writing

Upon the Completion of 1st Grade, student should be able to:	Upon the Completion of 2nd Grade, student should be able to:	Upon the Completion of 3rd Grade, student should be able to:	Text Pages or Supplementary Materials	Date Assessed
<p>E. 1. Write sentences appropriate for the topic.</p> <ul style="list-style-type: none"> • With prompting and support, discuss and generate ideas and details. • Illustrate information about topic. • Write 1-3 sentences about the topic. 	<p>E. 1. Write using content appropriate for the topic.</p> <ul style="list-style-type: none"> • Generate ideas and details relevant and appropriate to the topic. • Develop the topic with facts and /or definitions. • Write a series of 3-5 sentences and paragraphs related to the topic. • Illustrate information as needed. 	<p>E.1. Write using content appropriate for the topic.</p> <ul style="list-style-type: none"> • Generate ideas and details relevant and appropriate to the topic. • Develop the topic with facts and/or definitions. • Write a series of 3-5 paragraphs related to the topic. 		
<p>E. 2. Write with organization, telling about events in chronological order.</p> <ul style="list-style-type: none"> • Beginning sentences should clearly state the topic. • Middle sentences should provide details about the topic. • Ending sentences should provide closure. 	<p>E. 2. Write with organization, telling about events in chronological order.</p> <ul style="list-style-type: none"> • Beginning sentences should clearly state the topic. • Middle sentences should provide details about the topic. • Ending sentences should provide closure. • Use time ordered words (e.g. first, next, then, and finally). 	<p>E. 2. Write with organization, telling about events in chronological order.</p> <ul style="list-style-type: none"> • Beginning sentences should clearly state the topic. • Middle sentences should provide details about the topic. • Ending sentences should provide closure. • Use time ordered words (e.g. first, next, then, and finally). 		

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1.2 Types and Qualities of Writing

(continued)

E. Quality of Writing

<p>E. 3. Write with an awareness of structure and composition.</p> <ul style="list-style-type: none"> • Use nouns and verbs to write complete sentences of varying length. • Choose descriptive adjectives and action verbs to enhance writing. • Use transition words to connect ideas. 	<p>E. 3. Write with an awareness of personal style.</p> <ul style="list-style-type: none"> • Achieve subject verb agreement to write complete sentences of varying length. • Use descriptive adjectives, action verbs, and phrases to enhance writing. • Use transitional words to connect ideas. 	<p>E. 3. Write with an awareness of personal style.</p> <ul style="list-style-type: none"> • Achieve subject verb agreement to write complete sentences of varying length. • Use descriptive adjectives, action verbs, and phrases to enhance writing. • Use transitional words to connect ideas. 		
<p>E. 4. Revise writing with the assistance of the teacher, making improvements and corrections where needed.</p>	<p>E. 4. Revise writing to insure all components are present and that text follows a sequence.</p>	<p>E. 4. Revise writing to insure all components are present and that text follows a sequence.</p>		
<p>E. 5. Edit writing by demonstrating a grade appropriate command of the conventions of Standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Spell words using common spelling patterns, phonemic awareness, and spelling conventions. • Capitalize dates and names of people. • Distinguishing between declarative, exclamatory, and interrogative sentences. 	<p>E. 5. Edit writing by demonstrating a grade appropriate command of the conventions of Standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Spell words using common spelling patterns, phonemic awareness, and spelling conventions. • Capitalize dates and names of people. • Distinguishing between declarative, exclamatory, and interrogative sentences. 	<p>E. 5. Edit writing by demonstrating a grade appropriate command of the conventions of Standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Spell words using common spelling patterns, phonemic awareness, and spelling conventions. • Capitalize dates and names of people. • Distinguishing between declarative, exclamatory, and interrogative sentences. 		
<p>E. 6. Submit final copy of written work..</p>	<p>E. 6. Submit final copy of written work.</p>	<p>E. 6. Submit final copy of written work.</p>		