

Adventures in Writing

Benjamin Franklin's Lightning Rod

Pennsylvania Core and Academic Standards

Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.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.1.1.3 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1. 2.3. 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.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea.
A.

SUBJECT / STANDARD AREA **PA.CC.1. 2.3. 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: Text Analysis
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STANDARD CC.1.2.3. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
C.

SUBJECT / STANDARD AREA **PA.CC.1. 2.3. 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.1.2.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
J.

STANDARD CC.1.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
K.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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 **Range of Reading**

STANDARD CC.1.2.3.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3.A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3.C. Develop the topic with facts, definitions, details, and illustrations, as appropriate.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Organization**

STANDARD CC.1.4.3.D. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Style
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STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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	Response to Literature
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STANDARD	CC.1.4.3. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. S.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Technology and Publication**

STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Range of Writing**

STANDARD CC.1.4.3. 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. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Collaborative Discussion**

STANDARD CC.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Critical Listening**

STANDARD CC.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Presentation of Knowledge and Ideas: Purpose, Audience, and Task**

STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Presentation of Knowledge and Ideas: Context**

STANDARD CC.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
 G.

Dolphins

Pennsylvania Core and Academic Standards
Language Arts
 Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
.3.

STANDARD AREA / STATEMENT	Phonics and Word Recognition
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STANDARD	CC.1.1.3 .D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.3. Identify and know the meaning of the most common prefixes and derivational suffixes.
 D.1.

DESCRIPTOR / STANDARD CC.1.1.3. Decode words with common Latin suffixes.
 D.2.

SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
.3.

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.3 .E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding.
 E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 E.3.

SUBJECT / STANDARD AREA **PA.CC.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.**
2.3.

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD CC.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea.
 A.

SUBJECT / STANDARD AREA **PA.CC.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.**
2.3.

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.3.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	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.1.2.3.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	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		Range of Reading
STANDARD	CC.1.2.3.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Identify and introduce the topic. B.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Organization
STANDARD	CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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		Technology and Publication
STANDARD	CC.1.4.3. U.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. 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. 5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. B.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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		Conventions of Standard English
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STANDARD	CC.1.5.3. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
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Hagia Sophia

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA	PA.CC.1.1.3.	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
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STANDARD	CC.1.1.3.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD	CC.1.1.3. D.1.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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DESCRIPTOR / STANDARD	CC.1.1.3. D.2.	Decode words with common Latin suffixes.
SUBJECT / STANDARD AREA	PA.CC.1.1.3.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.3.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.3. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.3. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	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: Text Analysis
STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	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		Range of Reading

STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. B.	Identify and introduce the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. C.	Develop the topic with facts, definitions, details, and illustrations, as appropriate.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Organization

STANDARD	CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Informative/Explanatory: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Narrative: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.

STANDARD AREA / STATEMENT		Technology and Publication
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STANDARD	CC.1.4.3.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. 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.1.5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. B.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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SUBJECT / STANDARD AREA PA.CC.1.5.3. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.

Hannibal's War

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA PA.CC.1.1.3. **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
STANDARD	CC.1.1.3.E. Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.3.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA PA.CC.1.2.3. **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.1.2.3.A. Determine the main idea of a text; recount the key details and explain how they support the main idea.

SUBJECT / STANDARD AREA PA.CC.1.2.3. **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: Text Analysis
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STANDARD CC.1.2.3.C. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

SUBJECT / STANDARD AREA PA.CC.1.2.3. **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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. C.	Develop the topic with facts, definitions, details, and illustrations, as appropriate.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Informative/Explanatory: Organization**

STANDARD CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
D.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Informative/Explanatory: Style**

STANDARD CC.1.4.3. Choose words and phrases for effect.
E.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Informative/Explanatory: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Opinion/Argumentative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Narrative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Response to Literature**

STANDARD CC.1.4.3. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
S.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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 **Technology and Publication**

STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. 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.1.5.3. 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.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task**

STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

John Muir

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3.E. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea.
A.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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: Text Analysis
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STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Focus
----------------------------------	---------------------------------------

STANDARD CC.1.4.3. Identify and introduce the topic.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Content
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STANDARD CC.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Organization
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STANDARD CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
D.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Style
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STANDARD CC.1.4.3. Choose words and phrases for effect.
E.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
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STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Narrative: Conventions of Language**

STANDARD **CC.1.4.3.** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Production and Distribution of Writing: Writing Process**

STANDARD **CC.1.4.3.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Technology and Publication**

STANDARD **CC.1.4.3.** With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
U.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Range of Writing**

STANDARD **CC.1.4.3.** 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.
X.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Collaborative Discussion**

STANDARD **CC.1.5.3.** Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Critical Listening**

STANDARD **CC.1.5.3.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
----------------------------------	--

STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

Leif Eriksson

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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: Text Analysis
STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD CC.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Focus
----------------------------------	---------------------------------------

STANDARD CC.1.4.3. Identify and introduce the topic.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Content
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STANDARD CC.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Organization
----------------------------------	--

STANDARD CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
D.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Style
----------------------------------	---------------------------------------

STANDARD CC.1.4.3. Choose words and phrases for effect.
E.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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 **Technology and Publication**

STANDARD CC.1.4.3. U. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. 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.1.5.3. 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.1.5.3. A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

Magnets

Pennsylvania Core and Academic Standards

Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3.E. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD	CC.1.1.3. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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: Text Analysis
STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.I .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Identify and introduce the topic. B.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Organization
STANDARD	CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Informative/Explanatory: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Opinion/Argumentative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Narrative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Production and Distribution of Writing: Writing Process**

STANDARD CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Technology and Publication**

STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
U.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Range of Writing**

STANDARD CC.1.4.3. 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.
X.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. A.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. B.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. E.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD	CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.
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Mayflower, Part 1	
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Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.3. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.3.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.3.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.3.** **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.1.2.3.A. Determine the main idea of a text; recount the key details and explain how they support the main idea.

SUBJECT / STANDARD AREA **PA.CC.1.2.3.** **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: Text Analysis
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STANDARD CC.1.2.3.C. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

SUBJECT / STANDARD AREA **PA.CC.1.2.3.** **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: Analysis Across Texts
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STANDARD CC.1.2.3.I. Compare and contrast the most important points and key details presented in two texts on the same topic.

SUBJECT / STANDARD AREA **PA.CC.1.2.3.** **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.1.2.3.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD CC.1.2.3.K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA **PA.CC.1.2.3.** **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		Range of Reading
STANDARD	CC.1.2.3.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3.E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	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.1.5.3.	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.1.5.3.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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: Purpose, Audience, and Task
STANDARD	CC.1.5.3.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content G.

Mayflower, Part 2

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Identify and introduce the topic. B.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Organization
STANDARD	CC.1.4.3.	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3.	Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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	Technology and Publication
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STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. 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.

My Friend, Part 1

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA PA.CC.1.2.3. **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.1.2.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD CC.1.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA PA.CC.1.3.3. **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.1.3.3.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA PA.CC.1.3.3. **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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD CC.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Content
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STANDARD CC.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Style
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STANDARD CC.1.4.3. Choose words and phrases for effect.
E.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.3. 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.
X.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. E.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3. 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	Conventions of Standard English
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STANDARD	CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.
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My Friend, Part 2

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Identify and introduce the topic.
B.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
C.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Organization
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STANDARD CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
D.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Style
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STANDARD CC.1.4.3. Choose words and phrases for effect.
E.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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SUBJECT / STANDARD AREA PA.CC.1.4.3. **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		Technology and Publication
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STANDARD	CC.1.4.3. U.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. 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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My House, Part 1

Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.2.3. **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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. C.	Develop the topic with facts, definitions, details, and illustrations, as appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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: Style
STANDARD	CC.1.4.3. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. 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.1.5.3. 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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task	
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STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English	
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STANDARD	CC.1.5.3. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
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Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
J.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Identify and introduce the topic.
B.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
C.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Organization
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STANDARD CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
D.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Style
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STANDARD	CC.1.4.3. Choose words and phrases for effect. E.	
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.	
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.	
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.	
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.	
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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		Technology and Publication
STANDARD	CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. U.	
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. 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.

Nile River, Yangtze River

Pennsylvania Core and Academic Standards

Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.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.1.1.3 .D.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / STANDARD CC.1.1.3. Identify and know the meaning of the most common prefixes and derivational suffixes. D.1.

DESCRIPTOR / STANDARD CC.1.1.3. Decode words with common Latin suffixes. D.2.

SUBJECT / STANDARD AREA PA.CC.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.1.1.3 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding. E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.

SUBJECT / STANDARD AREA PA.CC.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.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea. A.

SUBJECT / STANDARD AREA PA.CC.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: Text Analysis
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STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. A.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. B.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. E.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD	CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.
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Orchestra and Conductor	
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Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3 .D.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / STANDARD CC.1.1.3. Identify and know the meaning of the most common prefixes and derivational suffixes. D.1.

DESCRIPTOR / STANDARD CC.1.1.3. Decode words with common Latin suffixes. D.2.

SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. .3.**

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.3 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding. E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.

SUBJECT / STANDARD AREA **PA.CC.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. 2.3.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea. A.

SUBJECT / STANDARD AREA **PA.CC.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. 2.3.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD CC.1.2.3. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. C.

SUBJECT / STANDARD AREA **PA.CC.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. 2.3.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD CC.1.2.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.

STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. B.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. E.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD	CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.
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Roanoke, Part 1

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3 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.1.1.3.E. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.3. Read on-level text with purpose and understanding. E.1.
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DESCRIPTOR / STANDARD	CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
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SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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: Text Analysis
STANDARD	CC.1.2.3. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. C.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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: Analysis Across Texts
STANDARD	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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.1.2.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
STANDARD	CC.1.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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	Range of Reading
STANDARD	CC.1.2.3. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. W.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. 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.1.5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. B.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

Roanoke, Part 2

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
J.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3.	Identify and introduce the topic. B.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Organization
STANDARD	CC.1.4.3.	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3.	Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
T.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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		Technology and Publication
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STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
U.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. 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.
X.

Roman Colosseum

Pennsylvania Core and Academic Standards

Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.1.3. **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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD	CC.1.1.3. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.I .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD CC.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Content
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STANDARD CC.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Organization
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STANDARD CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
D.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Style
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STANDARD CC.1.4.3. Choose words and phrases for effect.
E.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
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STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Narrative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Response to Literature**

STANDARD CC.1.4.3. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
S.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Production and Distribution of Writing: Writing Process**

STANDARD CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Technology and Publication**

STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
U.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Range of Writing**

STANDARD CC.1.4.3. 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.
X.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Collaborative Discussion**

STANDARD CC.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

Roman Hoplite, American Quarter Horse

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.3.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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: Text Analysis
STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Informative/Explanatory: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Opinion/Argumentative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Narrative: Conventions of Language**

STANDARD CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT **Production and Distribution of Writing: Writing Process**

STANDARD CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Collaborative Discussion**

STANDARD CC.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.3.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Critical Listening**

STANDARD CC.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task
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STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

Rooster, Part 1

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.3.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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: Text Analysis
STANDARD	CC.1.2.3. Ask and answer questions about the text and make inferences from text; refer to text to support responses. B.
STANDARD	CC.1.2.3. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. C.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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.1.2.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
STANDARD	CC.1.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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	Range of Reading
STANDARD	CC.1.2.3. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. 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. 5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. B.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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: Purpose, Audience, and Task
STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content G.

Rooster, Part 2

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA PA.CC.1.3.3. **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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. Identify and introduce the topic. B.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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: Organization
STANDARD	CC.1.4.3.	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3.	Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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	Technology and Publication
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STANDARD CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SUBJECT / STANDARD AREA PA.CC.1.4.3. **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.1.4.3. 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.

The Fox and the Crow, Part 1

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA PA.CC.1.1.3. **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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.3.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA PA.CC.1.3.3. **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.1.3.3.A. Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

SUBJECT / STANDARD AREA PA.CC.1.3.3. **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: Text Analysis
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STANDARD	CC.1.3.3. Ask and answer questions about the text and make inferences from text, referring to text to support responses. B.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Describe characters in a story and explain how their actions contribute to the sequence of events. C.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). G.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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
STANDARD	CC.1.4.3. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. N.	Establish a situation and introduce a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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: Content
STANDARD	CC.1.4.3. O.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	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.1.5.3.	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.1.5.3.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content G.

The Fox and the Crow, Part 2

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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: Text Analysis
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STANDARD CC.1.3.3. Ask and answer questions about the text and make inferences from text, referring to text to support responses. B.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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
STANDARD	CC.1.4.3.	Write narratives to develop real or imagined experiences or events. M.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Establish a situation and introduce a narrator and/or characters. N.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Content
STANDARD	CC.1.4.3.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. O.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Organization
STANDARD	CC.1.4.3.	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. P.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3.	Choose words and phrases for effect. Q.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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		Response to Literature
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STANDARD	CC.1.4.3.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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		Technology and Publication
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STANDARD	CC.1.4.3. U.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. 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.1.5.3.	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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content G.

The Theft of Thor's Hammer, Part 1

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3.3. 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.1.1.3.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.3.D.1. Identify and know the meaning of the most common prefixes and derivational suffixes.

DESCRIPTOR / STANDARD CC.1.1.3.D.2. Decode words with common Latin suffixes.

SUBJECT / STANDARD AREA **PA.CC.1.1.3.1. 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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.3.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.3.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3.A. Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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: Text Analysis
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STANDARD	CC.1.3.3.	Ask and answer questions about the text and make inferences from text, referring to text to support responses. B.
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SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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: Literary Elements
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STANDARD	CC.1.3.3.	Describe characters in a story and explain how their actions contribute to the sequence of events. C.
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SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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		Integration of Knowledge and Ideas: Sources of Information
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STANDARD	CC.1.3.3.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). G.
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SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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: Strategies
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STANDARD	CC.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
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SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.	Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
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STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Narrative
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STANDARD	CC.1.4.3. Write narratives to develop real or imagined experiences or events. M.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Narrative: Focus
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STANDARD	CC.1.4.3. Establish a situation and introduce a narrator and/or characters. N.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Narrative: Content
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STANDARD	CC.1.4.3. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. O.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.3.

STANDARD AREA / STATEMENT	Narrative: Conventions of Language
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STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. 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.1.5.3. 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.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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: Purpose, Audience, and Task**

STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. 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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT / STANDARD AREA **PA.CC.1.5.3. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.

The Theft of Thor's Hammer, Part 2

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3. 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.1.1.3.D. Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.3.D.1. Identify and know the meaning of the most common prefixes and derivational suffixes.

DESCRIPTOR / STANDARD CC.1.1.3.D.2. Decode words with common Latin suffixes.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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: Text Analysis
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STANDARD CC.1.3.3.B. Ask and answer questions about the text and make inferences from text, referring to text to support responses.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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
STANDARD	CC.1.4.3. Write narratives to develop real or imagined experiences or events. M.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Establish a situation and introduce a narrator and/or characters. N.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Content
STANDARD	CC.1.4.3. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. O.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Organization
STANDARD	CC.1.4.3. Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. P.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Style

STANDARD	CC.1.4.3. Choose words and phrases for effect. Q.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Narrative: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Response to Literature
STANDARD	CC.1.4.3. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. S.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Technology and Publication
STANDARD	CC.1.4.3. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. U.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Range of Writing
STANDARD	CC.1.4.3. 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. X.
SUBJECT / STANDARD AREA	PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 5.3.

STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA PA.CC.1.5.3. **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.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
E.

SUBJECT / STANDARD AREA PA.CC.1.5.3. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
G.

Tornadoes

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA PA.CC.1.1.3. **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.1.1.3.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.3.D.1. Identify and know the meaning of the most common prefixes and derivational suffixes.

DESCRIPTOR / STANDARD CC.1.1.3.D.2. Decode words with common Latin suffixes.

SUBJECT / STANDARD AREA PA.CC.1.1.3. **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.1.1.3.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.3. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.3. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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: Text Analysis
STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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.1.2.3. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.3.	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		Range of Reading
STANDARD	CC.1.2.3. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.3.	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.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	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.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.A	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3.C	Develop the topic with facts, definitions, details, and illustrations, as appropriate.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Organization
STANDARD	CC.1.4.3.D	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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: Style
STANDARD	CC.1.4.3.E	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	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.1.4.3. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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		Response to Literature
STANDARD	CC.1.4.3. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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		Technology and Publication
STANDARD	CC.1.4.3. U.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3.	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.1.5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. B.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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: Purpose, Audience, and Task
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STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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SUBJECT / STANDARD AREA	PA.CC.1.5.3.	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		Conventions of Standard English
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STANDARD	CC.1.5.3. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
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**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.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.1.1.3 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.3. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. Determine the main idea of a text; recount the key details and explain how they support the main idea.
A.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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: Text Analysis
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STANDARD CC.1.2.3. Ask and answer questions about the text and make inferences from text; refer to text to support responses.
B.

STANDARD CC.1.2.3. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
C.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
J.

STANDARD CC.1.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
K.

SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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	Range of Reading
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STANDARD CC.1.2.3.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA **PA.CC.1.3.3. 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.1.3.3.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3.A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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: Style
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STANDARD CC.1.4.3.E. Choose words and phrases for effect.

SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. 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. 5.3.	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.1.5.3. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. B.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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: Purpose, Audience, and Task
STANDARD	CC.1.5.3. D.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	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.1.5.3. E.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1. 5.3.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English

STANDARD	CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. G.
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Treasure Map, Part 2

Pennsylvania Core and Academic Standards

Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Identify and introduce the topic. B.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.
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SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Organization
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STANDARD	CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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	Technology and Publication

STANDARD	CC.1.4.3. U.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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SUBJECT / STANDARD AREA **PA.CC.1.4.3. 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.1.4.3. 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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William Penn, Part 1

**Pennsylvania Core and Academic Standards
Language Arts
Grade 3 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.3. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.3.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.3. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.3. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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.1.2.3. A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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SUBJECT / STANDARD AREA **PA.CC.1.2.3. 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: Text Analysis
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STANDARD	CC.1.2.3. C.	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
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SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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: Analysis Across Texts
STANDARD	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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.1.2.3.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	CC.1.2.3.K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.3. 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	Range of Reading
STANDARD	CC.1.2.3.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.3. 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.1.3.3.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Informative/Explanatory: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Narrative: Conventions of Language
STANDARD	CC.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources

STANDARD	CC.1.4.3. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.3.
STANDARD AREA / STATEMENT	Range of Writing
STANDARD	CC.1.4.3. 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. X.
SUBJECT / STANDARD AREA	PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 5.3.
STANDARD AREA / STATEMENT	Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.3. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 5.3.
STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. B.
SUBJECT / STANDARD AREA	PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 5.3.
STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
SUBJECT / STANDARD AREA	PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 5.3.
STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. E.
SUBJECT / STANDARD AREA	PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 5.3.

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.3. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content G.

William Penn, Part 2

Pennsylvania Core and Academic Standards

Language Arts

Grade 3 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.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.1.1.3 .D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.3. Identify and know the meaning of the most common prefixes and derivational suffixes. D.1.

DESCRIPTOR / STANDARD CC.1.1.3. Decode words with common Latin suffixes. D.2.

SUBJECT / STANDARD AREA PA.CC.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.1.3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. J.

SUBJECT / STANDARD AREA PA.CC.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.1.4.3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.

SUBJECT / STANDARD AREA PA.CC.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.1.4.3. Identify and introduce the topic. B.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Develop the topic with facts, definitions, details, and illustrations, as appropriate. C.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Organization
STANDARD	CC.1.4.3. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. D.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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: Style
STANDARD	CC.1.4.3. Choose words and phrases for effect. E.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1.4.3. 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.1.4.3. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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		Technology and Publication
STANDARD	CC.1.4.3. U.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
SUBJECT / STANDARD AREA	PA.CC.1. 4.3.	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.1.4.3. 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.