

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT

Key Ideas and Details: Main Idea

STANDARD

CC.1.2.9
–10.A.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA

PA.CC.1. 2.9-10.

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 focus on textual evidence.

STANDARD AREA / STATEMENT

Key Ideas and Details: Text Analysis

STANDARD

CC.1.2.9
–10.B.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA

PA.CC.1. 2.9-10.

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 focus on textual evidence.

STANDARD AREA / STATEMENT

Craft and Structure: Vocabulary

STANDARD

CC.1.2.9
–10.F.

Analyze how words and phrases shape meaning and tone in texts.

SUBJECT / STANDARD AREA

PA.CC.1. 2.9-10.

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 focus on textual evidence.

STANDARD AREA / STATEMENT

Vocabulary Acquisition and Use

STANDARD

CC.1.2.9
–10.J.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SUBJECT / STANDARD AREA | PA.CC.1.5.9-10. | 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.1.5.9 –10.D. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9–10.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. |
| STANDARD | CC.1.3.9–10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SUBJECT / STANDARD AREA | PA.CC.1.5.9-10. | 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.1.5.9–10.D. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.11–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.11–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |

SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
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SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| STANDARD | CC.1.2.1 1–12.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. |
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SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1.5.11-12.** **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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.11-12. | 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.1.5.1 1–12.D. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1. 2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |

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| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

| | | |
|----------|---------------------|--|
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |

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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |

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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SUBJECT / STANDARD AREA | PA.CC.1.5.11-12. | 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.1.5.1 1–12.D. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. |

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9-10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9-10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9-10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9-10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9-10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9-10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.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.

STANDARD CC.1.3.9–10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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: Style |
| STANDARD | CC.1.4.9–10.E. | Write with an awareness of the stylistic aspects of composition. |

DESCRIPTOR / STANDARD CC.1.4.9–10.E.1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.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.1.5.9-10.** **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

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|---------------------------|--|----------------------------------|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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STANDARD CC.1.2.9–10.A. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
|---------------------------|--------------------|--|
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.E. Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.9-10.E.1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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 |
| STANDARD | CC.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |

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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |

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| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |

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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |

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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
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| STANDARD | CC.1.3.9–10.A. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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| STANDARD | CC.1.3.9–10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
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| STANDARD | CC.1.3.9–10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.9–10.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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| STANDARD | CC.1.3.9–10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.3.9–10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 | | Narrative: Content |
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| STANDARD | CC.1.4.9–10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 | | Narrative: Organization |
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| STANDARD | CC.1.4.9–10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 | | Response to Literature |
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| STANDARD | CC.1.4.9–10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 |
| STANDARD | CC.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.9 –10.A. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Literary Elements |
|--------------------------------|------------------------|---|
| STANDARD | CC.1.3.9 –10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |

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| STANDARD | CC.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |

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| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |

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| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Range of Reading |
|--------------------------------|-------------------------|--|
| STANDARD | CC.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.9 –10.A. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Literary Elements |
| STANDARD | CC.1.3.9 –10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme

STANDARD CC.1.3.9-10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements

STANDARD CC.1.3.9-10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.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.

STANDARD CC.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.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.1.5.9-10.** **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
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STANDARD CC.1.3.11–12.A. Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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STANDARD CC.1.3.11–12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.11–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |

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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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.

STANDARD CC.1.3.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Organization |
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STANDARD CC.1.4.11-12.P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Style |
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| STANDARD | CC.1.4.11-12.Q. | Write with an awareness of the stylistic aspects of writing. |
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DESCRIPTOR / STANDARD CC.1.4.11-12.Q.3. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Response to Literature |
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STANDARD CC.1.4.11-12.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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 |
| STANDARD | CC.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.9–10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements**

STANDARD CC.1.3.9–10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.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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| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.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.1.5.9-10.** **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.1.5.9-10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.9-10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements**

STANDARD CC.1.3.9-10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.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.

STANDARD CC.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 |
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| STANDARD | CC.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 | | Response to Literature |
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| STANDARD | CC.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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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| | | |
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| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
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| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |

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| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

| | | |
|----------------------------------|------------------------|--|
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

| | | |
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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.11–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |

| | | |
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| STANDARD | CC.1.4.11–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD CC.1.4.1 1–12.Q.3. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.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.1.5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.11-12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.11-12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 10: Unit 5 Writing from Pictures, p.85-90

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.11–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11–12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.11-12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.11-12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 11: Unit 5 Writing from Pictures, p. 91-98

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.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.1.5.9-10.** **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.11–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11–12.O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD CC.1.4.1 1–12.Q.3. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.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.1.5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.11-12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.O. | Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.P. | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11-12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.11-12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Main Idea**

STANDARD CC.1.2.9-10.A. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Text Analysis**

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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |

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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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. 2.11-12.** **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 focus on textual evidence.**

| STANDARD AREA / STATEMENT | Range of Reading | |
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| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1. 3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1-12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1-12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Response to Literature |
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| STANDARD | CC.1.4.1 1-12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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| STANDARD | CC.1.4.1 1-12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.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.1.5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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STANDARD CC.1.2.1 1–12.A. Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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STANDARD CC.1.2.1 1–12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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STANDARD CC.1.2.1 1–12.F. Evaluate how words and phrases shape meaning and tone in texts.

SUBJECT / STANDARD AREA **PA.CC.1. 2.11-12.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Integration of Knowledge and Ideas: Diverse Media**

STANDARD CC.1.2.1 1–12.G. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SUBJECT / STANDARD AREA **PA.CC.1. 2.11-12.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Vocabulary Acquisition and Use**

STANDARD CC.1.2.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD CC.1.2.1 1–12.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. 2.11-12.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Range of Reading**

STANDARD CC.1.2.1 1–12.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1. 3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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.

STANDARD CC.1.3.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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STANDARD CC.1.4.11-12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9-10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9-10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9-10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9-10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9-10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9-10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.9-10.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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| STANDARD | CC.1.3.9-10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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: Style |
| STANDARD | CC.1.4.9-10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9-10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
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| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |

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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.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. 5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Main Idea**

STANDARD CC.1.2.9-10.A. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Text Analysis**

STANDARD CC.1.2.9-10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Craft and Structure: Vocabulary**

STANDARD CC.1.2.9-10.F. Analyze how words and phrases shape meaning and tone in texts.

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Vocabulary Acquisition and Use**

STANDARD CC.1.2.9-10.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD CC.1.2.9-10.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.1.2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Range of Reading**

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| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.E.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD **CC.1.4.9-10.E.1.** **Use precise language and domain-specific vocabulary to manage the complexity of the topic.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.S.** **Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T.** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.W.** **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.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.1.5.9-10.** **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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |

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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |

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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.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. 5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9-10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9-10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9-10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9-10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9-10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |

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| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.E.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD **CC.1.4.9-10.E.1.** **Use precise language and domain-specific vocabulary to manage the complexity of the topic.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.S.** **Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T.** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.W.** **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.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.1.5.9-10.** **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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |

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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |

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| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 16: Unit 7 Inventive Writing, p. 147-152

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9 –10.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. 5.9-10.** **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.1.5.9 –10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.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. 5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.C. Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1-12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1-12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.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.1.5.11-12.** **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.1.5.1 1-12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Lesson 17: Unit 7 Inventive Writing, p. 153-158

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | Vocabulary Acquisition and Use | |
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| STANDARD | CC.1.3.9-10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9-10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9-10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9-10.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.1.5.9-10. | 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.1.5.9-10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9–10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9–10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1. 3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 18: Unit 7 Inventive Writing, p. 159-166

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9–10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1. 3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 | | Credibility, Reliability, and Validity of Sources |
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STANDARD CC.1.4.9–10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.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.1.5.9-10.** **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.11–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1-12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1-12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1-12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1-12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
|--------------------------------|------------------------|---|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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| STANDARD | CC.1.2.9-10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
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| STANDARD | CC.1.2.9-10.C. | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
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SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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| STANDARD | CC.1.2.9-10.F. | Analyze how words and phrases shape meaning and tone in texts. |
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SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.2.9-10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| STANDARD | CC.1.2.9-10.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. |
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SUBJECT / STANDARD AREA **PA.CC.1.2.9-10.** **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 focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.9-10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
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| STANDARD | CC.1.3.9 –10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.E.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD **CC.1.4.9-10.E.1.** **Use precise language and domain-specific vocabulary to manage the complexity of the topic.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.S.** **Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T.** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 **Conducting Research**

STANDARD **CC.1.4.9-10.V.** **Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.W.** **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
|--------------------------------|------------------------|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| STANDARD | CC.1.2.9 –10.C. | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |

SUBJECT / STANDARD AREA **PA.CC.1. 2.9-10.** **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 focus on textual evidence.**

| STANDARD AREA / STATEMENT | Vocabulary Acquisition and Use | |
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| STANDARD | CC.1.2.9–10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| STANDARD | CC.1.2.9–10.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. |
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SUBJECT / STANDARD AREA **PA.CC.1. 2.9-10.** **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 focus on textual evidence.**

| STANDARD AREA / STATEMENT | Range of Reading | |
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| STANDARD | CC.1.2.9–10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements | |
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| | | |
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| STANDARD | CC.1.3.9–10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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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| | | |
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| STANDARD | CC.1.3.9–10.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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| | | |
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| STANDARD | CC.1.3.9–10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9–10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.E. Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.9-10.E.1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 | | Conducting Research |
| STANDARD | CC.1.4.9–10.V. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| STANDARD | CC.1.2.1 1–12.C. | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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 | | Conducting Research |
| STANDARD | CC.1.4.1 1–12.V. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| STANDARD | CC.1.2.1 1–12.C. | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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 | | Conducting Research |
| STANDARD | CC.1.4.1 1–12.V. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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.1.5.11-12.** **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.1.5.11-12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Lesson 21: Unit 8 Formal Essay Models, p. 183-192

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.9-10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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. 5.9-10.** **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.1.5.9-10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9-10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.E.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD CC.1.4.9-10.E.1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.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.1.5.9-10.** **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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |

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| STANDARD | CC.1.2.1 1–12.G. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |

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| STANDARD | CC.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.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.1.5.9-10.** **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.11–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11–12.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1-12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1-12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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| STANDARD | CC.1.4.1 1-12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.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. 5.11-12.** **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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1–12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.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.1.5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.9 –10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9 –10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9 –10.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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: Style |
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| STANDARD | CC.1.4.9-10.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.9-10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 | | Credibility, Reliability, and Validity of Sources |
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| STANDARD | CC.1.4.9-10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 |
| STANDARD | CC.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.D. | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.E.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | Vocabulary Acquisition and Use | |
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| STANDARD | CC.1.3.11–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11–12.B. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.11–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.D. | Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style |
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| STANDARD | CC.1.4.1 1-12.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1-12.E.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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| STANDARD | CC.1.4.1 1-12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1-12.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. 5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.B. Write with a sharp, distinct focus identifying topic, task, and audience.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.C. Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.D. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.E. Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.11-12.E.1. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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. 5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.9 –10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9 –10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements**

STANDARD CC.1.3.9 –10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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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| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9–10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9 –10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1. 4.9-10.** **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.1.4.9 –10.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. 5.9-10.** **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.1.5.9 –10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.9 –10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1. 3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9 –10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements**

STANDARD CC.1.3.9–10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.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.

STANDARD CC.1.3.9–10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9–10.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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 | | Opinion/Argumentative: Style |
| STANDARD | CC.1.4.9–10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9–10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.1 1–12.A. Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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.

STANDARD CC.1.3.1 1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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 |
| STANDARD | CC.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.C. Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Style |
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STANDARD CC.1.4.11-12.K. Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.11-12.K.1. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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STANDARD CC.1.4.11-12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
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STANDARD CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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STANDARD CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
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| STANDARD | CC.1.3.9 –10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |

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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Theme |

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| STANDARD | CC.1.3.9 –10.A. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Literary Elements |
| STANDARD | CC.1.3.9 –10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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: Style**

STANDARD **CC.1.4.9-10.K.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD CC.1.4.9-10.K.1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9-10.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.1.5.9-10.** **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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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: Theme

STANDARD CC.1.3.1
1–12.A. Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1
1–12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1
1–12.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.

STANDARD CC.1.3.1
1–12.J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1
1–12.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.C. Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Style |
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| STANDARD | CC.1.4.11-12.K. | Write with an awareness of the stylistic aspects of composition. |
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DESCRIPTOR / STANDARD CC.1.4.11-12.K.1. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Style |
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| STANDARD | CC.1.4.11-12.Q. | Write with an awareness of the stylistic aspects of writing. |
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DESCRIPTOR / STANDARD CC.1.4.11-12.Q.3. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.11-12.A. Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.11-12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.A. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Style |
| STANDARD | CC.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |

DESCRIPTOR / STANDARD **CC.1.4.1 1–12.Q.3.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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STANDARD **CC.1.4.1 1–12.W.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.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.1.5.11-12.** **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.1.5.1 1–12.A.** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.9-10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements**

STANDARD CC.1.3.9-10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.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.

STANDARD CC.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9-10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | Key Ideas and Details: Theme | |
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| STANDARD | CC.1.3.9-10.A. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | Key Ideas and Details: Text Analysis | |
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| STANDARD | CC.1.3.9-10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | Key Ideas and Details: Literary Elements | |
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| STANDARD | CC.1.3.9-10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | Vocabulary Acquisition and Use | |
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| STANDARD | CC.1.3.9-10.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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| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9–10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

SUBJECT / STANDARD AREA **PA.CC.1.4.9-10.** **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.1.4.9–10.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.1.5.9-10.** **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade **11** - Adopted: **2014**

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
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STANDARD CC.1.3.11–12.A. Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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STANDARD CC.1.3.11–12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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STANDARD CC.1.3.11–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Style |
| STANDARD | CC.1.4.1.1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1.1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Theme**

STANDARD CC.1.3.9-10.A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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: Literary Elements**

STANDARD CC.1.3.9-10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT **Craft and Structure: Text Structure**

STANDARD CC.1.3.9-10.E. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

SUBJECT / STANDARD AREA **PA.CC.1.3.9-10.** **Reading Literature Students read and respond to works of literature—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.1.3.9-10.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.

STANDARD CC.1.3.9-10.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9–10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9–10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9–10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.9 –10.A. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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: Literary Elements |
| STANDARD | CC.1.3.9 –10.C. | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
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| STANDARD | CC.1.3.9 –10.E. | Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Literary Elements |
| STANDARD | CC.1.3.1 1–12.C. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 | | Opinion/Argumentative: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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 |
| STANDARD | CC.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Theme |
| STANDARD | CC.1.3.1 1–12.A. | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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: Literary Elements |
| STANDARD | CC.1.3.1 1–12.C. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.3.11-12.K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Style |
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| STANDARD | CC.1.4.11-12.K. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.11-12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Style |
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| STANDARD | CC.1.4.11-12.Q. | Write with an awareness of the stylistic aspects of writing. |
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| DESCRIPTOR / STANDARD | CC.1.4.11-12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Pennsylvania Core and Academic Standards
Language Arts
Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |
| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |

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| STANDARD | CC.1.4.9–10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9–10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. | 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.1.5.9–10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |
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| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12.** **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 focus on textual evidence.**

| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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SUBJECT / STANDARD AREA **PA.CC.1.3.11-12.** **Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 |
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| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Focus |
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| STANDARD | CC.1.4.1 1–12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.H.1. | Introduce the precise, knowledgeable claim. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Content**

STANDARD CC.1.4.1 1–12.I. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Organization**

STANDARD CC.1.4.1 1–12.J. Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style**

STANDARD **CC.1.4.1 1–12.K.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD CC.1.4.1 1–12.K.1. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD CC.1.4.1 1–12.Q.3. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Main Idea**

STANDARD CC.1.2.11-12.A. Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.11-12.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Text Analysis**

STANDARD CC.1.2.11-12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Focus |
| STANDARD | CC.1.4.11-12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.H.1. | Introduce the precise, knowledgeable claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Content |
| STANDARD | CC.1.4.1 1–12.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Organization |
| STANDARD | CC.1.4.1 1–12.J. | Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Style |

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| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 | | Opinion/Argumentative |
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| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 | | Opinion/Argumentative: Focus |
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| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
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| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 | | Opinion/Argumentative: Content |
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| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 | | Opinion/Argumentative: Organization |
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| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |
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| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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 |
| STANDARD | CC.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Focus |
| STANDARD | CC.1.4.1 1–12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.H.1. | Introduce the precise, knowledgeable claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Content |
| STANDARD | CC.1.4.1 1–12.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Organization |
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| STANDARD | CC.1.4.1 1–12.J. | Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Style |
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| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Style |
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| STANDARD | CC.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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| STANDARD | CC.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 | | Opinion/Argumentative: Focus |
| STANDARD | CC.1.4.1 1–12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.H.1. | Introduce the precise, knowledgeable claim. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Content |
| STANDARD | CC.1.4.1 1–12.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Organization |
| STANDARD | CC.1.4.1 1–12.J. | Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1. 4.11-12.** **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.1.4.1 1–12.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. 5.11-12.** **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.1.5.1 1–12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1. 2.9-10.** **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 focus on textual evidence.**

STANDARD AREA / STATEMENT **Key Ideas and Details: Main Idea**

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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.9 –10.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.1.2.9-10. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |

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| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
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| STANDARD | CC.1.2.9 –10.A. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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| STANDARD | CC.1.2.9 –10.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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| STANDARD | CC.1.2.9 –10.F. | Analyze how words and phrases shape meaning and tone in texts. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.2.9 –10.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| STANDARD | CC.1.2.9 –10.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. |
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| SUBJECT / STANDARD AREA | PA.CC.1.2.9-10. | 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 focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.9 –10.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.9-10. | Reading Literature Students read and respond to works of literature—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.1.3.9 –10.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. |
| STANDARD | CC.1.3.9 –10.J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
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| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |
| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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. |
| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Focus |
| STANDARD | CC.1.4.1 1-12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |

DESCRIPTOR / STANDARD CC.1.4.1 1-12.H.1 Introduce the precise, knowledgeable claim.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Content |
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STANDARD CC.1.4.1 1-12.I. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Organization |
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STANDARD CC.1.4.1 1-12.J. Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative: Style |
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STANDARD **CC.1.4.1 1-12.K.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD CC.1.4.1 1-12.K.1 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Narrative: Style |
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STANDARD **CC.1.4.1 1-12.Q.** **Write with an awareness of the stylistic aspects of writing.**

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| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1. 2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |

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| STANDARD | CC.1.2.1 1–12.A. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.1 1–12.B. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.1 1–12.F. | Evaluate how words and phrases shape meaning and tone in texts. |
| SUBJECT / STANDARD AREA | PA.CC.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.1 1–12.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.1.2.11-12. | 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 focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.1 1–12.L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1.3.11-12. | Reading Literature Students read and respond to works of literature—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.1.3.1 1–12.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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| STANDARD | CC.1.3.1 1–12.J. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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.1.4.1 1–12.C. | Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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 |
| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Focus |
| STANDARD | CC.1.4.1 1–12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.H.1. | Introduce the precise, knowledgeable claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Content |
| STANDARD | CC.1.4.1 1–12.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.11-12. | 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: Organization |

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| STANDARD | CC.1.4.1 1–12.J. | Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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.1.5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Pennsylvania Core and Academic Standards

Language Arts

Grade 9 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9–10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
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| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |
| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.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.1.5.9-10. | 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.1.5.9 –10.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 10 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.C. | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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 |
| STANDARD | CC.1.4.9 –10.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Focus |
| STANDARD | CC.1.4.9 –10.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.H.1. | Introduce the precise claim. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Content |
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| STANDARD | CC.1.4.9 –10.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Organization |
| STANDARD | CC.1.4.9 –10.J. | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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: Style |
| STANDARD | CC.1.4.9 –10.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.9 –10.K.1. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9 –10.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1.4.9-10. | 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.1.4.9–10.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.1.5.9-10. **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.1.5.9–10.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 11 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.4.11-12. **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.1.4.11–12.C. Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA PA.CC.1.4.11-12. **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 | | Opinion/Argumentative |
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STANDARD CC.1.4.11–12.G. Write arguments to support claims in an analysis of substantive topics.

SUBJECT / STANDARD AREA PA.CC.1.4.11-12. **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 | | Opinion/Argumentative: Focus |
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STANDARD CC.1.4.11–12.H. Write with a sharp, distinct focus identifying topic, task, and audience.

DESCRIPTOR / STANDARD CC.1.4.11–12.H.1. Introduce the precise, knowledgeable claim.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Content**

STANDARD CC.1.4.1 1–12.I. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Organization**

STANDARD CC.1.4.1 1–12.J. Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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: Style**

STANDARD **CC.1.4.1 1–12.K.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD CC.1.4.1 1–12.K.1. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD CC.1.4.1 1–12.Q.3. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.1 1–12.T. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Credibility, Reliability, and Validity of Sources |
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STANDARD CC.1.4.11-12.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.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.1.5.11-12.** **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.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pennsylvania Core and Academic Standards

Language Arts

Grade 12 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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.1.4.11-12.C. Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.11-12.** **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 | | Opinion/Argumentative |
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| STANDARD | CC.1.4.1 1–12.G. | Write arguments to support claims in an analysis of substantive topics. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Focus |
| STANDARD | CC.1.4.1 1–12.H. | Write with a sharp, distinct focus identifying topic, task, and audience. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.H.1. | Introduce the precise, knowledgeable claim. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Content |
| STANDARD | CC.1.4.1 1–12.I. | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Organization |
| STANDARD | CC.1.4.1 1–12.J. | Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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: Style |
| STANDARD | CC.1.4.1 1–12.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.K.1. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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 |

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| STANDARD | CC.1.4.1 1–12.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.1 1–12.Q.3. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.T. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.W. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.11-12. | 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.1.4.1 1–12.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. 5.11-12. | 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.1.5.1 1–12.A. | Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |