

Main Criteria: Discoveries in Writing

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.4.** **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT

Fluency

STANDARD

CC.1.1.4.E.

Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD

CC.1.1.4.E.1.

Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD

CC.1.1.4.E.3.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA

PA.CC.1.2.4.

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT

Key Ideas and Details: Main Idea

STANDARD

CC.1.2.4.A.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SUBJECT / STANDARD AREA

PA.CC.1.2.4.

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT

Key Ideas and Details: Text Analysis

STANDARD

CC.1.2.4.B.

Refer to details and examples in text to support what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA

PA.CC.1.2.4.

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT

Craft and Structure: Vocabulary

STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STANDARD	CC.1.2.4. 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.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
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STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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Lesson 02: Unit 2 Writing from Notes, p. 19-26

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea

STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STANDARD	CC.1.2.4. 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.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.4. B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
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SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
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STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
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SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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STANDARD	CC.1.2.4. 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.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.4. 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.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.E. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.B. Refer to details and examples in text to support what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.F. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT **Integration of Knowledge and Ideas: Evaluating Arguments**

STANDARD CC.1.2.4.H. Explain how an author uses reasons and evidence to support particular points in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STANDARD CC.1.2.4.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.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.E. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency

STANDARD	CC.1.1.4. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.4. B.	Cite relevant details from text to support what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.4. C.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.4. E.	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.4.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4.A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD CC.1.3.4.
J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.
A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.4.
F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
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STANDARD CC.1.4.4.
L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. 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.1.5.4.** **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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.4.** **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
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STANDARD	CC.1.1.4. E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.4. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.4. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.4. A.	Determine a theme of a text from details in the text; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.4. B.	Cite relevant details from text to support what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.4. C.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.4. E.	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.3.4. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.Q. Choose words and phrases to convey ideas precisely.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.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.1.5.4.** **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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening

STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea

STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

STANDARD	CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STANDARD	CC.1.2.4. 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.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.B. Refer to details and examples in text to support what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.F. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT **Integration of Knowledge and Ideas: Evaluating Arguments**

STANDARD CC.1.2.4.H. Explain how an author uses reasons and evidence to support particular points in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STANDARD CC.1.2.4.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.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.E. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4.F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4.H.	Explain how an author uses reasons and evidence to support particular points in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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STANDARD	CC.1.2.4. 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.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.4. 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.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
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STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening

STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea

STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

STANDARD	CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STANDARD	CC.1.2.4. 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.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Vocabulary Acquisition and Use		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Focus		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Content		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Organization		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Style		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.B. Refer to details and examples in text to support what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.F. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT **Integration of Knowledge and Ideas: Evaluating Arguments**

STANDARD CC.1.2.4.H. Explain how an author uses reasons and evidence to support particular points in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.2.4.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STANDARD CC.1.2.4.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.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.E. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4.A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4.O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. 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.1.5.4.** **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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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Lesson 15: Unit 5 Writing from Pictures, p. 119-124

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.Q. Choose words and phrases to convey ideas precisely.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 16: Unit 5 Writing from Pictures, p. 125-128

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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: Conventions of Language
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STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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: Conventions of Language
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STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SUBJECT / STANDARD AREA PA.CC.1.4.4. **Writing: Students 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.1.4.4. 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.1.5.4. **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.1.5.4. A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA PA.CC.1.5.4. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.4. B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.2.4. **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
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STANDARD CC.1.2.4. I. Integrate information from two texts on the same topic to demonstrate understanding of that topic.

SUBJECT / STANDARD AREA PA.CC.1.4.4. **Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
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STANDARD	CC.1.2.4.1.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
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SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4.A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4.B.	Identify and introduce the topic clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4.C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.E. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.4.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4.F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4.H.	Explain how an author uses reasons and evidence to support particular points in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
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STANDARD	CC.1.2.4. I.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
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SUBJECT / STANDARD AREA **PA.CC.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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STANDARD	CC.1.2.4. 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.1.2.4.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.4. 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.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
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STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.3.4.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.B. Identify and introduce the topic clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
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STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

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Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.4.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency

STANDARD	CC.1.1.4. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.4. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.4. A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.4. B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.4. I.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.

SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STANDARD	CC.1.2.4. 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.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SUBJECT / STANDARD AREA PA.CC.1.5.4. **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.1.5.4. A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA PA.CC.1.5.4. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.4. B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA PA.CC.1.5.4. **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.1.5.4. D. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.3.4. **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD CC.1.3.4. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language

STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 24: Unit 7 Inventive Writing, p. 191-196

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	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.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. B.	Identify and introduce the topic clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.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.1.5.4.** **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.1.5.4.A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

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

STANDARD CC.1.5.4.B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 26: Unit 7 Inventive Writing, p. 203-210

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.4.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
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STANDARD	CC.1.2.4.1.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
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SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4.A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4.B.	Identify and introduce the topic clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4.C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.4.4.	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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.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.1.5.4.** **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.1.5.4.A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4.B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 28: Unit 7 Inventive Writing, p. 219-226

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.** **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.1.5.4. A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

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

STANDARD CC.1.5.4. B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 29: Unit 7 Inventive Writing, p. 227-234

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4. F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4. L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

STANDARD CC.1.4.4. R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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SUBJECT / STANDARD AREA **PA.CC.1.4.4.** **Writing: Students 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.1.4.4.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.1.5.4.** **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.1.5.4.A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.4.** **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4.B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 30: Unit 7 Inventive Writing, p. 235-239

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.4.** **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for 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.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students 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.1.4.4. 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.1.5.4.	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.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.4.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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