

Main Criteria: Frontiers in Writing

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5.** **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT

Fluency

STANDARD

CC.1.1.5.E.

Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD

CC.1.1.5.E.1.

Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD

CC.1.1.5.E.3.

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

SUBJECT / STANDARD AREA

PA.CC.1.2.5.

Reading Informational Text: 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.1.2.5.A.

Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

SUBJECT / STANDARD AREA

PA.CC.1.2.5.

Reading Informational Text: 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.1.2.5.F.

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

SUBJECT / STANDARD AREA

PA.CC.1.2.5.

Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. 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.1.5.5.** **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.1.5.5. B.	Summarize the main points of written 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.1.5.5.** **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.1.5.5. D.	Report on a topic or present an opinion, sequencing ideas logically and 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. 19-28

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5.** **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.1.1.5. E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. 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.1.2.5.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.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.1.4.5.** **Writing: Students 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.1.4.5.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.1.4.5.** **Writing: Students 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.1.4.5.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.1.4.5.** **Writing: Students 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.1.4.5.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.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.1.5.5.** **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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 03: Unit 2 Writing from Notes, p. 29-34

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5.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.1.2.5.	Reading Informational Text: 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.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.H. Determine how an author supports particular points in a text through reasons and evidence.

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

STANDARD CC.1.2.5.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.1.2.5.** **Reading Informational Text: 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.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. 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. 4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5. E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. 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.1.2.5.	Reading Informational Text: 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: Main Idea
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STANDARD	CC.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.H. Determine how an author supports particular points in a text through reasons and evidence.

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

STANDARD CC.1.2.5.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.1.2.5.** **Reading Informational Text: 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.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. 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. 4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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. 5.5.	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.1.5.5. B.	Summarize the main points of written 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 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5. E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. 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. 3.5.	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.1.3.5. A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5.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.1.3.5.	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.1.3.5.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5.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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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: Evaluating Information

STANDARD	CC.1.5.5. C.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. D.	Report on a topic or present an opinion, sequencing ideas logically and 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 06: Unit 3 Retelling Narrative Stories, p. 49-54

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. O.	Use narrative techniques such as dialogue, description, and pacing, 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.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
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STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5. E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. 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.1.3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD	CC.1.3.5. A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. O.	Use narrative techniques such as dialogue, description, and pacing, 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.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5. 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.1.5.5.** **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.1.5.5. 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.1.5.5.** **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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5.** **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.1.1.5. E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. 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.1.3.5.** **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.1.3.5. A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.O. Use narrative techniques such as dialogue, description, and pacing, 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.1.4.5.** **Writing: Students 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.1.4.5.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.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency

STANDARD	CC.1.1.5. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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. 2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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.1.4.5.** **Writing: Students 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.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.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.1.5.5.** **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.1.5.5.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.1.5.5.** **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.1.5.5.B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5.** **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT **Fluency**

STANDARD **CC.1.1.5.E.** **Read with accuracy and fluency to support comprehension.**

DESCRIPTOR / STANDARD **CC.1.1.5.E.1.** **Read on-level text with purpose and understanding.**

DESCRIPTOR / STANDARD **CC.1.1.5.E.3.** **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.A.** **Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.**

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.F.** **Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.**

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.H.** **Determine how an author supports particular points in a text through reasons and evidence.**

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.J.** **Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.**

STANDARD **CC.1.2.5.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.1.2.5.** **Reading Informational Text: 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.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.B. Identify and introduce the topic clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written 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 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
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STANDARD AREA / STATEMENT		Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5.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.1.2.5.	Reading Informational Text: 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: Main Idea
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STANDARD	CC.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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: Evaluating Arguments
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STANDARD	CC.1.2.5.H.	Determine how an author supports particular points in a text through reasons and evidence.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

STANDARD CC.1.2.5.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.1.2.5.** **Reading Informational Text: 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.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
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STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5. E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. 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.1.2.5.	Reading Informational Text: 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: Main Idea
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STANDARD	CC.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.H. Determine how an author supports particular points in a text through reasons and evidence.

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

STANDARD CC.1.2.5.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.1.2.5.** **Reading Informational Text: 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.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. 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. 4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5. **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.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA PA.CC.1.5.5. **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.1.5.5. 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.1.5.5. **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.1.5.5. D. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson 14: Unit 5 Writing from Pictures, p.117-122

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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.1.4.5.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.1.4.5.	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.1.4.5.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.1.4.5.	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.1.4.5.O.	Use narrative techniques such as dialogue, description, and pacing, 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.1.4.5.	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.1.4.5.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.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.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.1.5.5.** **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.1.5.5.A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson 15: Unit 5 Writing from Pictures, p.123-130

SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.O.	Use narrative techniques such as dialogue, description, and pacing, 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.1.4.5.	Writing: Students 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.1.4.5.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.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
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STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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. 2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. D.	Report on a topic or present an opinion, sequencing ideas logically and 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 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.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.1.4.5.** **Writing: Students 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.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.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.1.5.5.** **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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5.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.1.2.5.	Reading Informational Text: 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.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.H. Determine how an author supports particular points in a text through reasons and evidence.

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

STANDARD CC.1.2.5.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.1.2.5.** **Reading Informational Text: 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.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.5.5.** **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.1.5.5. 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.1.5.5. **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.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA PA.CC.1.5.5. **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.1.5.5. D. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.1.5. **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.1.1.5. E. Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5. E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA PA.CC.1.2.5. **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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. 4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5. 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.1.5.5. **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.1.5.5. 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.1.5.5. **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.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 20: Unit 7 Inventive Writing, p. 165-172

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.3.5. **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.1.3.5. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD	CC.1.4.5. B.	Identify and introduce the topic clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD	CC.1.4.5. 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.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
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STANDARD	CC.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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: Diverse Media
STANDARD	CC.1.2.5. G.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD	CC.1.4.5. 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.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
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STANDARD	CC.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. 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.1.4.5.** **Writing: Students 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.1.4.5. 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.1.4.5.** **Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. 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. 4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.

DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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. 5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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: Diverse Media
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STANDARD	CC.1.2.5. G.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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: Diverse Media

STANDARD	CC.1.2.5. G.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. I.	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.5. E.2.	Use sentences of varying length.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.5. K.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. K.1.	Use sentences of varying length.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. Q.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Q.1.	Use sentences of varying length.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.5. V.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5.** **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.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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: Diverse Media**

STANDARD CC.1.2.5. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

SUBJECT / STANDARD AREA **PA.CC.1.2.5.** **Reading Informational Text: 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.1.2.5. Integrate information from several texts on the same topic to demonstrate understanding of that topic.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.5. V.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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. 5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: 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
STANDARD	CC.1.2.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson 27: Unit 9 Formal Critique, p. 223-232

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5.A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5. B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5. F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5. 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.1.3.5.** **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.1.3.5. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5. K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.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.1.4.5.	Writing: Students 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.1.4.5.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.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.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 28: Unit 9 Formal Critique, p. 233-240

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5.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.1.2.5.	Reading Informational Text: 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.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative
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STANDARD CC.1.4.5.G. Write opinion pieces on topics or texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 29: Unit 9 Formal Critique, p. 241-248

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.A. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5.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.1.3.5.** **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.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA **PA.CC.1.3.5.** **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.1.3.5. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.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.1.5.5.** **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.1.5.5. 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.1.5.5.	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.1.5.5. B.	Summarize the main points of written 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 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5.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.1.2.5.	Reading Informational Text: 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.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5.B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: 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.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5.	Reading Informational Text: 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.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	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.1.3.5. 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.1.3.5.	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.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. 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.1.4.5.	Writing: Students write for 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.1.4.5. D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for 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.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative
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STANDARD CC.1.4.5.G. Write opinion pieces on topics or texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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. 5.5.	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.1.5.5. 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. 5.5.	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.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.