

Main Criteria: Investigations in Writing

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
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STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use	
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STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.6. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Range of Reading	
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STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary	
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STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use	
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STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.6.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.6.A. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
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STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.6. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.3.6.F. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.3.6.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD CC.1.3.6.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.B. Identify and introduce the topic for the intended audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.C. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 03: Unit 2: Writing from Notes, p. 29-34

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.6.
A. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD CC.1.2.6.
B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

STANDARD CC.1.2.6.
C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD CC.1.2.6.
F. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
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STANDARD CC.1.2.6.
G. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.6. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD	CC.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading

STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD	CC.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6. 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.1.4.6.** **Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme

STANDARD	CC.1.3.6.A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

STANDARD	CC.1.3.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements

STANDARD	CC.1.3.6.C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.3.6.E. Analyze how the structure of a text contributes to the development of theme, setting, and plot.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.3.6.F. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.3.6.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD CC.1.3.6.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT **Range of Reading**

STANDARD CC.1.3.6.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD CC.1.3.6.
A. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD CC.1.3.6.
B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme

STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT **Range of Reading**

STANDARD CC.1.3.6.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT **Narrative: Focus**

STANDARD CC.1.4.6.N. Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.O. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.P. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.2.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
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STANDARD	CC.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD CC.1.4.6.P. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
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DESCRIPTOR / STANDARD CC.1.4.6.Q.2. Use precise language.

DESCRIPTOR / STANDARD CC.1.4.6.Q.3. Develop and maintain a consistent voice.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.6.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6.A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6.C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DESCRIPTOR / STANDARD	CC.1.4.6.E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.A. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

STANDARD CC.1.2.6.C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.F. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.G. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.6.E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.6.E.3.	Develop and maintain a consistent voice.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD	CC.1.4.6.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.6.A. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD CC.1.2.6.B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

STANDARD CC.1.3.6. I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD CC.1.3.6. J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. B. Identify and introduce the topic for the intended audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. C. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D. Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory: Focus		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Content		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Organization		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory: Style		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Opinion/Argumentative: Style		
STANDARD AREA / STATEMENT		
STANDARD	CC.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD **CC.1.4.6.Q.1.** **Vary sentence patterns for meaning, reader/listener interest, and style.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.S.** **Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A.** **Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.4.6.	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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.6.K.2. Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Focus
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STANDARD CC.1.4.6.N. Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD CC.1.4.6.O. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD CC.1.4.6.P. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
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DESCRIPTOR / STANDARD CC.1.4.6.Q.1. Vary sentence patterns for meaning, reader/listener interest, and style.

DESCRIPTOR / STANDARD CC.1.4.6.Q.2. Use precise language.

DESCRIPTOR / STANDARD	CC.1.4.6.Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea

STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading

STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Response to Literature
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STANDARD	CC.1.4.6.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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
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STANDARD	CC.1.4.6.V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6.A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6.C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6.F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6.G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6.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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6.F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
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STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.6. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.B. Identify and introduce the topic for the intended audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.C. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.V. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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.1.4.6.** **Writing: Students 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
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STANDARD	CC.1.4.6.V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 20: Unit 7 Inventive Writing, p. 173-180

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 21: Unit 7 Inventive Writing, p. 181-190

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD **CC.1.4.6.Q.1.** **Vary sentence patterns for meaning, reader/listener interest, and style.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.S.** **Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A.** **Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 22: Unit 7 Inventive Writing, p. 191-198

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT

Vocabulary Acquisition and Use

STANDARD CC.1.3.6.
J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.
A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.
B. Identify and introduce the topic for the intended audience.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.
C. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 23: Unit 7 Inventive Writing, p. 199-204

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 24: Unit 8 Formal Essay Models, p. 205-214

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6.E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6.E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.A. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD CC.1.2.6.B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

STANDARD CC.1.2.6.C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SUBJECT / STANDARD AREA **PA.CC.1.2.6.** **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

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

STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD CC.1.3.6.
J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.
A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
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DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6.A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.6.C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6.E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6.F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 28: Unit 9 Formal Critique, p. 243-250

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD **CC.1.4.6.Q.1.** **Vary sentence patterns for meaning, reader/listener interest, and style.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.W.** **Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A.** **Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 29: Unit 9 Formal Critique, p. 251-260

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
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STANDARD	CC.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.W. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 30: Unit 9 Formal Critique, p. 261-267

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6. 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.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6.A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6.E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6.F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.K.** **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD **CC.1.4.6.K.2.** **Use sentences of varying lengths and complexities.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.Q.** **Write with an awareness of the stylistic aspects of writing.**

DESCRIPTOR / STANDARD **CC.1.4.6.Q.1.** **Vary sentence patterns for meaning, reader/listener interest, and style.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.4.6.** **Writing: Students 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.1.4.6.W.** **Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.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.1.5.6.** **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.1.5.6.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.5.6.** **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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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