

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

**Pennsylvania Core and Academic Standards**  
**Language Arts**  
 Grade 4 - Adopted: 2014

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

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

**DESCRIPTOR / STANDARD**      CC.1.1.4.E.1.      Read on-level text with purpose and understanding.

**DESCRIPTOR / STANDARD**      CC.1.1.4.E.3.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
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**STANDARD**      CC.1.2.4.A.      Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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**STANDARD**      CC.1.2.4.B.      Refer to details and examples in text to support what the text says explicitly and make inferences.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
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**STANDARD**      CC.1.2.4.E.      Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

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

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.4.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD CC.1.5.4.D. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD CC.1.5.4.G. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

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

<b>STANDARD AREA / STATEMENT</b>	<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E. Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD CC.1.1.4.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.4.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.4. Refer to details and examples in text to support what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.4. Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.2.4. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Integration of Knowledge and Ideas: Diverse Media</b>
STANDARD	CC.1.2.4. Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. G.
SUBJECT / STANDARD AREA	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Integration of Knowledge and Ideas: Evaluating Arguments</b>
STANDARD	CC.1.2.4. Explain how an author uses reasons and evidence to support particular points in a text. H.
SUBJECT / STANDARD AREA	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
STANDARD	CC.1.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.4.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
STANDARD	CC.1.4.4.A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4.B. Identify and introduce the topic clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>

STANDARD	CC.1.4.4. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.4. D.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.4. E.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
STANDARD	CC.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.4.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. X.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.4.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.4.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
SUBJECT / STANDARD AREA	PA.CC.1.5.4.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.4.	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content. G.

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**SUBJECT / STANDARD AREA**      **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**  
4.

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

**DESCRIPTOR / STANDARD**      CC.1.1.4.E.1.      Read on-level text with purpose and understanding.

**DESCRIPTOR / STANDARD**      CC.1.1.4.E.3.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Theme</b>
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**STANDARD**      CC.1.3.4.A.      Determine a theme of a text from details in the text; summarize the text.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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**STANDARD**      CC.1.3.4.B.      Cite relevant details from text to support what the text says explicitly and make inferences.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Literary Elements</b>
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**STANDARD**      CC.1.3.4.C.      Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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**STANDARD**      CC.1.3.4.F.      Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.3.4. K. Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative</b>

STANDARD	CC.1.4.4. Write narratives to develop real or imagined experiences or events. M.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Focus</b>
STANDARD	CC.1.4.4. Orient the reader by establishing a situation and introducing a narrator and/or characters. N.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Content</b>
STANDARD	CC.1.4.4. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. O.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. P.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Style</b>
STANDARD	CC.1.4.4. Choose words and phrases to convey ideas precisely. Q.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Response to Literature</b>

STANDARD	CC.1.4.4.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD CC.1.5.4.D. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD CC.1.5.4.G. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

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Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

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

<b>STANDARD AREA / STATEMENT</b>	<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E. Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD CC.1.1.4.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.4.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Theme</b>
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STANDARD CC.1.3.4.A. Determine a theme of a text from details in the text; summarize the text.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.3.4. Cite relevant details from text to support what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Key Ideas and Details: Literary Elements</b>
STANDARD	CC.1.3.4. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. C.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.3.4. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Range of Reading</b>
STANDARD	CC.1.3.4. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
SUBJECT / STANDARD AREA	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative</b>
STANDARD	CC.1.4.4. M.	Write narratives to develop real or imagined experiences or events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>
STANDARD	CC.1.4.4. N.	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
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STANDARD CC.1.4.4. Choose words and phrases to convey ideas precisely.  
Q.

**SUBJECT / STANDARD AREA** PA.CC.1. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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STANDARD CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
R.

**SUBJECT / STANDARD AREA** PA.CC.1. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
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STANDARD CC.1.4.4. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.  
S.

**SUBJECT / STANDARD AREA** PA.CC.1. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
T.

**SUBJECT / STANDARD AREA** PA.CC.1. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
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STANDARD CC.1.4.4. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  
U.

**SUBJECT / STANDARD AREA** PA.CC.1. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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STANDARD	CC.1.4.4. 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. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.4. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
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**SUBJECT / STANDARD AREA** PA.CC.1. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**SUBJECT / STANDARD AREA** PA.CC.1. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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**SUBJECT / STANDARD AREA** PA.CC.1. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD	CC.1.5.4. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.
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**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014**

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

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.4.E. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.4. Read on-level text with purpose and understanding. E.1.
DESCRIPTOR / STANDARD	CC.1.1.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
STANDARD AREA / STATEMENT	<b>Key Ideas and Details: Main Idea</b>
STANDARD	CC.1.2.4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
STANDARD AREA / STATEMENT	<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.2.4. Refer to details and examples in text to support what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
STANDARD AREA / STATEMENT	<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.4. Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.2.4. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
STANDARD AREA / STATEMENT	<b>Integration of Knowledge and Ideas: Diverse Media</b>
STANDARD	CC.1.2.4. Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. G.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Evaluating Arguments</b>
STANDARD	CC.1.2.4. Explain how an author uses reasons and evidence to support particular points in a text. H.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
STANDARD	CC.1.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.4. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

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

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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STANDARD	CC.1.4.4. L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.4. R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.4. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.4. W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD	CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**SUBJECT / STANDARD AREA** PA.CC.1.5.4. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

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

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**SUBJECT / STANDARD AREA** PA.CC.1.5.4. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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**SUBJECT / STANDARD AREA** PA.CC.1.5.4. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD	CC.1.5.4. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

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

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

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.3.4. K. Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative</b>
STANDARD	CC.1.4.4. M. Write narratives to develop real or imagined experiences or events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Focus</b>

STANDARD	CC.1.4.4. Orient the reader by establishing a situation and introducing a narrator and/or characters. N.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Content</b>
STANDARD	CC.1.4.4. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. O.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. P.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Style</b>
STANDARD	CC.1.4.4. Choose words and phrases to convey ideas precisely. Q.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
<b>STANDARD AREA / STATEMENT</b>	<b>Response to Literature</b>
STANDARD	CC.1.4.4. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. S.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>

STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD      CC.1.5.4. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content G.

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

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

<b>STANDARD AREA / STATEMENT</b>	<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E. Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD      CC.1.1.4.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD      CC.1.1.4.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Theme</b>
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STANDARD      CC.1.3.4.A. Determine a theme of a text from details in the text; summarize the text.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD      CC.1.3.4.B. Cite relevant details from text to support what the text says explicitly and make inferences.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Literary Elements</b>
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STANDARD	CC.1.3.4. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. C.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.3.4. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Range of Reading</b>
STANDARD	CC.1.3.4. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
SUBJECT / STANDARD AREA	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative</b>
STANDARD	CC.1.4.4. M.	Write narratives to develop real or imagined experiences or events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>
STANDARD	CC.1.4.4. N.	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
STANDARD	CC.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
STANDARD	CC.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>

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

STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
SUBJECT / STANDARD AREA	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>

STANDARD	CC.1.5.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
SUBJECT / STANDARD AREA	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT	<b>Conventions of Standard English</b>

STANDARD	CC.1.5.4. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content. G.
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UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014**

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

DESCRIPTOR / STANDARD	CC.1.1.4. Read on-level text with purpose and understanding. E.1.
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DESCRIPTOR / STANDARD	CC.1.1.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
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SUBJECT / STANDARD AREA	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.4.	Determine a theme of a text from details in the text; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.4.	Cite relevant details from text to support what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.4.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. C.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.4.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.4.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
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STANDARD	CC.1.3.4. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative</b>
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STANDARD	CC.1.4.4. Write narratives to develop real or imagined experiences or events. M.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Focus</b>
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STANDARD	CC.1.4.4. Orient the reader by establishing a situation and introducing a narrator and/or characters. N.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Content</b>
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STANDARD	CC.1.4.4. O.	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
STANDARD	CC.1.4.4. Q.	Choose words and phrases to convey ideas precisely.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
STANDARD	CC.1.4.4. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>

STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.4. D.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Conventions of Standard English</b>
STANDARD	CC.1.5.4. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

**SUBJECT / STANDARD AREA**      **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**  
 .4.

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

**DESCRIPTOR / STANDARD**      CC.1.1.4.      Read on-level text with purpose and understanding.  
 E.1.

**DESCRIPTOR / STANDARD**      CC.1.1.4.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
 E.3.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
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**STANDARD**      CC.1.2.4.      Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
 A.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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**STANDARD**      CC.1.2.4.      Refer to details and examples in text to support what the text says explicitly and make inferences.  
 B.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
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**STANDARD**      CC.1.2.4.      Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).  
 E.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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**STANDARD**      CC.1.2.4.      Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.  
 F.

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

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

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

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

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

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

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

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

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

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

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

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

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

**STANDARD**      CC.1.4.4. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

**STANDARD AREA / STATEMENT**      **Technology and Publication**

**STANDARD**      CC.1.4.4. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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

**STANDARD AREA / STATEMENT**      **Credibility, Reliability, and Validity of Sources**

STANDARD	CC.1.4.4. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.
SUBJECT / STANDARD AREA	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT	<b>Range of Writing</b>

STANDARD	CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. X.
SUBJECT / STANDARD AREA	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT	<b>Comprehension and Collaboration: Critical Listening</b>

STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

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

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

STANDARD	CC.1.2.4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. A.
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SUBJECT / STANDARD AREA	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.4.	Refer to details and examples in text to support what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.4.	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.4.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. G.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4.	Explain how an author uses reasons and evidence to support particular points in a text. H.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.

STANDARD	CC.1.2.4. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Range of Reading</b>
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.4.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.4.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.4.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.4. W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD	CC.1.4.4. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Critical Listening</b>
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STANDARD	CC.1.5.4. B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1.4. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>
DESCRIPTOR / STANDARD	CC.1.1.4.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.4.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
STANDARD	CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.4.E.	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.2.4.F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Integration of Knowledge and Ideas: Diverse Media</b>

STANDARD	CC.1.2.4. G.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Integration of Knowledge and Ideas: Evaluating Arguments</b>
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
STANDARD	CC.1.2.4. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.4.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.4.</b>	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.4.</b>	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
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STANDARD	CC.1.4.4. Identify and introduce the topic clearly. B.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
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STANDARD	CC.1.4.4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
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STANDARD	CC.1.4.4. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. D.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
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STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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STANDARD CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

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

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD CC.1.1.4.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.4.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
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STANDARD CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD CC.1.2.4.B. Refer to details and examples in text to support what the text says explicitly and make inferences.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.4. Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.2.4. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
STANDARD	CC.1.2.4. Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. G.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Evaluating Arguments</b>
STANDARD	CC.1.2.4. Explain how an author uses reasons and evidence to support particular points in a text. H.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
STANDARD	CC.1.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
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STANDARD	CC.1.4.4. D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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

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

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**SUBJECT / STANDARD AREA** PA.CC.1.4.4. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**SUBJECT / STANDARD AREA** PA.CC.1.4.4. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**SUBJECT / STANDARD AREA** PA.CC.1.4.4. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Range of Writing</b>
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STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**SUBJECT / STANDARD AREA** PA.CC.1.5.4. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		<b>Comprehension and Collaboration: Critical Listening</b>
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014**

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

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

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4. Identify and introduce the topic clearly. B.	
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.	
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.4. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. D.	
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.4. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.	
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.	
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.	
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. U.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.4. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD	CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. X.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Critical Listening</b>
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STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b> 4.
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<b>STANDARD AREA / STATEMENT</b>	<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E. Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD	CC.1.1.4.E.1. Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.4.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.4.B. Refer to details and examples in text to support what the text says explicitly and make inferences.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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STANDARD	CC.1.2.4.F. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.4. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
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STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.4.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. G.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4.	Explain how an author uses reasons and evidence to support particular points in a text. H.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
STANDARD	CC.1.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.4.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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**STANDARD**      CC.1.4.4. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014**

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

<b>STANDARD AREA / STATEMENT</b>	<b>Fluency</b>
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<b>STANDARD</b>	<b>CC.1.1.4.E.1. Read with accuracy and fluency to support comprehension.</b>
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**DESCRIPTOR / STANDARD**      CC.1.1.4. E.1. Read on-level text with purpose and understanding.

**DESCRIPTOR / STANDARD**      CC.1.1.4. E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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**STANDARD**      CC.1.2.4. A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

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

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Literary Elements</b>
STANDARD	CC.1.3.4. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. C.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.3.4. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.3.4. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>

STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Focus</b>
STANDARD	CC.1.4.4. Orient the reader by establishing a situation and introducing a narrator and/or characters. N.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Content</b>
STANDARD	CC.1.4.4. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. O.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. P.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Style</b>
STANDARD	CC.1.4.4. Choose words and phrases to convey ideas precisely. Q.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Conventions of Language</b>

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

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.1.4. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
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<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>
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DESCRIPTOR / STANDARD    CC.1.1.4.    Read on-level text with purpose and understanding. E.1.

DESCRIPTOR / STANDARD    CC.1.1.4.    Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD    CC.1.3.4.    Cite relevant details from text to support what the text says explicitly and make inferences. B.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Literary Elements</b>
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STANDARD    CC.1.3.4.    Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. C.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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STANDARD    CC.1.3.4.    Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use: Strategies</b>
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STANDARD    CC.1.3.4.    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.

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

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

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

**STANDARD AREA / STATEMENT**      **Range of Reading**

STANDARD      CC.1.3.4. Read and comprehend literary fiction on grade level, reading independently and proficiently.  
K.

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

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

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

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

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

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

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

**STANDARD AREA / STATEMENT**      **Narrative: Focus**

STANDARD      CC.1.4.4. Orient the reader by establishing a situation and introducing a narrator and/or characters.  
N.

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

**STANDARD AREA / STATEMENT**      **Narrative: Content**

STANDARD      CC.1.4.4. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.  
O.

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

**STANDARD AREA / STATEMENT**      **Narrative: Organization**

STANDARD      CC.1.4.4. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.  
P.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

**STANDARD AREA / STATEMENT**      **Narrative: Style**

STANDARD      CC.1.4.4. Choose words and phrases to convey ideas precisely.  
Q.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

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

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

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

STANDARD      CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
T.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

**STANDARD AREA / STATEMENT**      **Technology and Publication**

STANDARD      CC.1.4.4. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  
U.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

**STANDARD AREA / STATEMENT**      **Range of Writing**

STANDARD      CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.4.

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

STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b> 4.
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<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD	CC.1.1.4. Read on-level text with purpose and understanding. E.1.
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DESCRIPTOR / STANDARD	CC.1.1.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
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<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
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<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.4. Refer to details and examples in text to support what the text says explicitly and make inferences. B.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
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<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Point of View</b>
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STANDARD	CC.1.2.4. Compare and contrast an event or topic told from two different points of view. D.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b> 2.4.
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STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.4.	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.4.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. G.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4.	Explain how an author uses reasons and evidence to support particular points in a text. H.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.4.	Integrate information from two texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.

STANDARD	CC.1.2.4. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Range of Reading</b>
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.4.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.4.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.4.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

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

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD CC.1.1.4. Read on-level text with purpose and understanding. E.1.

DESCRIPTOR / STANDARD CC.1.1.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
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STANDARD CC.1.2.4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. A.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD CC.1.2.4. Refer to details and examples in text to support what the text says explicitly and make inferences. B.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Point of View</b>
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STANDARD CC.1.2.4. Compare and contrast an event or topic told from two different points of view. D.

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

STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.4. E.	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.4. G.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.4. I.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STANDARD	CC.1.2.4. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Range of Reading</b>
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.4.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.4.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.4.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

**SUBJECT / STANDARD AREA** PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.  
4.

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CC.1.1.4.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>

DESCRIPTOR / STANDARD CC.1.1.4. Read on-level text with purpose and understanding.  
E.1.

DESCRIPTOR / STANDARD CC.1.1.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
E.3.

**SUBJECT / STANDARD AREA** PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.  
2.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Main Idea</b>
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STANDARD CC.1.2.4. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
A.

**SUBJECT / STANDARD AREA** PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.  
2.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD CC.1.2.4. Refer to details and examples in text to support what the text says explicitly and make inferences.  
B.

**SUBJECT / STANDARD AREA** PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.  
2.4.

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Point of View</b>
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STANDARD CC.1.2.4. Compare and contrast an event or topic told from two different points of view.  
D.

**SUBJECT / STANDARD AREA** PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.  
2.4.

STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.4. E.	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.4. F.	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.4. G.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.4. H.	Explain how an author uses reasons and evidence to support particular points in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.4. I.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
SUBJECT / STANDARD AREA	PA.CC.1.2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STANDARD	CC.1.2.4. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.4.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Range of Reading</b>
STANDARD	CC.1.2.4. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use: Strategies</b>
STANDARD	CC.1.3.4. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.4.	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.4.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.4.	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.4.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.4.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.4. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.4. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>

STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

Pennsylvania Core and Academic Standards

Language Arts

Grade 4 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b> 3.4.
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<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. J.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
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<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
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STANDARD	CC.1.4.4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
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<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
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STANDARD	CC.1.4.4. Identify and introduce the topic clearly. B.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
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<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
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STANDARD	CC.1.4.4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
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<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
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STANDARD	CC.1.4.4. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. D.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
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STANDARD      CC.1.4.4. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
E.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD      CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
R.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD      CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
T.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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STANDARD	CC.1.4.4. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.4.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
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STANDARD	CC.1.5.4. B.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.4.</b>	<b>Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.4. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
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STANDARD	CC.1.4.4. A.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.4.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
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STANDARD	CC.1.4.4. Identify and introduce the topic clearly. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.4. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. D.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.4. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Focus</b>

STANDARD	CC.1.4.4. Orient the reader by establishing a situation and introducing a narrator and/or characters. N.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Content</b>
STANDARD	CC.1.4.4. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. O.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Organization</b>
STANDARD	CC.1.4.4. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. P.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Style</b>
STANDARD	CC.1.4.4. Choose words and phrases to convey ideas precisely. Q.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.
STANDARD AREA / STATEMENT	<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. T.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	CC.1.4.4. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD	CC.1.4.4. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Critical Listening</b>
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STANDARD	CC.1.5.4. B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.4. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
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STANDARD	CC.1.4.4. A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
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STANDARD      CC.1.4.4. Identify and introduce the topic clearly.  
B.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
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STANDARD      CC.1.4.4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  
C.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
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STANDARD      CC.1.4.4. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.  
D.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
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STANDARD      CC.1.4.4. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
E.

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

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

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

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD      CC.1.4.4. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
R.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD      CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
T.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD      CC.1.4.4. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  
U.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.4.

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD      CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.4.

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**  
3.4.

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

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

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

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

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD      CC.1.4.4. R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD      CC.1.4.4. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD      CC.1.4.4. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD	CC.1.4.4. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.4. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Critical Listening</b>
STANDARD	CC.1.5.4. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
UNIT 7: INVENTIVE WRITING Week 24 Page 199-201	

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 4 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.4. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
STANDARD	CC.1.4.4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.4. Identify and introduce the topic clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

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

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

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

**STANDARD**      CC.1.4.4. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
**E.**

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

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

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

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

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

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

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

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

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

**STANDARD**      CC.1.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
**T.**

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD      CC.1.4.4. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  
U.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
**4.4.**

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD      CC.1.4.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
**5.4.**

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