$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 6

Structure and Style for Students

| UNIT 1: NOTE MAKING AND C | OUTLINES Week 1 Pag | ge 9-16 |
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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |

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AREA

| Integration of Knowledge and Ideas: Diverse Media. STANDARD CC126. Integrate information prosented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent undersanding of a topic or issue. SUBJECT / PACC1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on returnal evidence. STANDARD STANDARD CC126. Acquise and use accurately goode-appropriate general academic and domain-specific wants and phrases: gather vocabulary incomprehension or capression. STANDARD CC126. Determine or clastly from reading of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing textley throne a range of strategies and tools. STANDARD CC126. Determine or clastly from reading of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing textley throne a range of strategies and tools. STANDARD CC126. Read and comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. STANDARD CC126. Read and comprehension, vocabulary acquisition, and making connections among ideas and between texts with a comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. STANDARD CC126. Read and comprehension with a comprehension of the providence of the provid | | |
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| SUBJECT / STANDARD AREA / PA.C.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 focus on textual evidence. STANDARD CC.1.26. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge withen considering a word or phrase important to comprehension or expression. STANDARD CC.1.26. Determine or clarity 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 / PA.C.1. Reading informational Text: Students read, understand, and respond to informational text—with an expression of comprehension, woesbullary acquisition, and making connections among ideas and between texts with focus on textual evidence. STANDARD Reading and content, choosing flexibly from a range of strategies and tools. STANDARD Reading and content, choosing flexibly from a dark product of the comprehension of the comprehensi | AREA / | Integration of Knowledge and Ideas: Diverse Media |
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| STATEMENT STANDARD CC.12.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD CC.12.6. Determine or clarity 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. Reading informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. STANDARD STANDARD CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and prosciently. SUBJECT / STANDARD AREA / PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. STANDARD CC.1.3.6. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of signature language in context. STANDARD AREA / PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension on exhaust evidence. STANDARD AREA / PA.CC.1. Reading Literature students read and respond to works of literature—with an emphasis on comprehension on exhaust evidence. STANDARD CC.1.3.6. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of signature language in context. STANDARD CC.1.3.6. Determine or clarity the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing lexibly from a range of swategies and tools. STANDARD CC.1.3.6. Acquire and use accurately grade-appropriate general academic and d | STANDARD | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
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| STANDARD STANDARD CC.1.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. SUBJECT / STANDARD 3.6. Careful evidence: STANDARD AREA / STANDARD AREA / STANDARD AREA / STANDARD STANDARD STANDARD STANDARD CC.1.3.6. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. SUBJECT / STANDARD AREA / STANDARD STANDARD CC.1.3.6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. STANDARD CC.1.3.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. SUBJECT / STANDARD AREA / STANDARD AREA / STANDARD AREA / Informative/Explanatory Informative/Explanatory Informative/Explanatory | STANDARD | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
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| STANDARD AREA STANDARD AREA Craft and Structure: Vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. STANDARD CC.1.36. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. SUBJECT / STANDARD PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. STANDARD AREA Vocabulary Acquisition and Use Vocabulary Acquisition and Use STANDARD CC.1.36. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. STANDARD CC.1.36. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. SUBJECT / STANDARD 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. | STANDARD | |
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| STANDARD 4.6. convey a well-defined perspective and appropriate content. STANDARD AREA Informative/Explanatory | STANDARD | |
| AREA / | STANDARD | |
| | AREA / | Informative/Explanatory |

| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD | | Informative/Explanatory: Style |
| AREA / STATEMENT | | |
| | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| STATEMENT | 6.E. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STATEMENT STANDARD DESCRIPTOR / | CC.1.4.6. E.1. | |
| STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / | CC.1.4.6. E.1. CC.1.4.6. E.3. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | CC.1.4.6. E.1. CC.1.4.6. E.3. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD | CC.1.4.6. E.1. CC.1.4.6. E.3. PA.CC.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD | CC.1.4.6. E.3. PA.CC.1. 4.6. T. PA.CC.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing: Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing: Students write for different purposes and audiences. Students write clear and focused text to |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | . Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. | . Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD | CC.1.5.6. D. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Context |
| STANDARD | CC.1.5.6. E. | . Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Conventions of Standard English |

| STANDARD | CC.1.5.6. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. |
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| | | UNIT 2: WRITING FROM NOTES Week 2 Page 17-26 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
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| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| | | |

| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / | | Informative/Explanatory: Conventions of Language |
| STATEMENT | | |

| STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Response to Literature |
| STANDARD | CC.1.4.6. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST ANDARD AREA / ST AT EMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD | CC.1.5.6. D. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Context |
| STANDARD | CC.1.5.6. E. | Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Conventions of Standard English |

| STANDARD | CC.1.5.6. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. |
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| | | UNIT 2: WRITING FROM NOTES Week 3 Page 27-36 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
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| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
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| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / | | Informative/Explanatory: Conventions of Language |
| STATEMENT | | |

| STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Response to Literature |
| STANDARD | CC.1.4.6. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST ANDARD AREA / ST AT EMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD | CC.1.5.6. D. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Context |
| STANDARD | CC.1.5.6. E. | Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Conventions of Standard English |

| STANDARD | CC.1.5.6. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. |
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| | | UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts |
| | | Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.6. A. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.6. C. | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.6. E. | Analyze how the structure of a text contributes to the development of theme, setting, and plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |

F. interpretation of figurative language in context.

| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.6. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6 | . Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | . Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. | . Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative |

| STANDARD | CC.1.4.6. M. | Write narratives to develop real or imagined experiences or events. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Focus |
| STANDARD | CC.1.4.6. N. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| ST ANDARD AREA / ST AT EMENT | | Narrative: Organization |
| AREA / | CC.1.4.6. P. | Narrative: Organization Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |
| AREA / STATEMENT | P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that |
| STANDARD SUBJECT / STANDARD | P. PA.CC.1. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA | P. PA.CC.1. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD AREA / STANDARD | P. PA.CC.1. 4.6. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative: Style |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD AREA / STANDARD AREA / STANDARD DESCRIPTOR / | P. PA.CC.1. 4.6. CC.1.4. 6.Q. CC.1.4.6. Q.2. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative: Style Write with an awareness of the stylistic aspects of writing. |

| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
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| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| ST ANDARD AREA / ST AT EMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
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| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD | CC.1.5.6. D. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Context |
| STANDARD | CC.1.5.6. E. | Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Conventions of Standard English |
| STANDARD | CC.1.5.6. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. |
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| | | UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52 |
| | | UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52 Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Pennsylvania Core and Academic Standards Language Arts |
| STANDARD | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| STANDARD AREA STANDARD AREA / | 3.6. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA STANDARD AREA / STATEMENT | CC.1.3.6. A. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | CC.1.3.6. A. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA | CC.1.3.6. A. PA.CC.1. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
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| STANDARD | CC.1.3.6. C. | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.6. E. | Analyze how the structure of a text contributes to the development of theme, setting, and plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| AREA / | CC.1.3.6. | Vocabulary Acquisition and Use 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. |
| AREA / STATEMENT | I. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level |
| AREA I STATEMENT STANDARD | CC.1.3.6. J. | 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| STANDARD SUBJECT / STANDARD | CC.1.3.6. J. PA.CC.1. | 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| STANDARD SUBJECT / STANDARD AREA STANDARD | CC.1.3.6. J. PA.CC.1. 3.6. | 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD SUBJECT / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD | CC.1.3.6. J. PA.CC.1. 3.6. CC.1.3.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Range of Reading |
| STANDARD SUBJECT / STANDARD STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | CC.1.3.6. J. PA.CC.1. 3.6. CC.1.3.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently. Writing: Students write for different purposes and audiences. Students write clear and focused text to |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative |
| STANDARD | CC.1.4.6. M. | Write narratives to develop real or imagined experiences or events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Focus |
| STANDARD | CC.1.4.6. N. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Organization |

| STANDARD | CC.1.4.6. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Style |
| STANDARD | CC.1.4. 6.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.2. | Use precise language. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| | | |

| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD | CC.1.5.6. D. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Context |
| STANDARD | CC.1.5.6. E. | Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Conventions of Standard English |
| STANDARD | CC.1.5.6. | Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.6. A. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.6. C. | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.6. E. | Analyze how the structure of a text contributes to the development of theme, setting, and plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |

| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.6. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative |
| STANDARD | CC.1.4.6. M. | Write narratives to develop real or imagined experiences or events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Focus |
| | | |

| STANDARD | CC.1.4.6. N. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text t convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Organization |
| STANDARD | CC.1.4.6. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Style |
| STANDARD | CC.1.4. 6.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.2. | Use precise language. |
| | Q.2. | |
| DESCRIPTOR / STANDARD | | Develop and maintain a consistent voice. |
| STANDARD SUBJECT / | CC.1.4.6. Q.3. | |
| STANDARD SUBJECT / STANDARD | CC.1.4.6. Q.3. | Writing: Students write for different purposes and audiences. Students write clear and focused text |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA / | CC.1.4.6. Q.3. PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text t convey a well-defined perspective and appropriate content. |

| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
|---------------------------------|------------------|---|
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD | CC.1.5.6. D. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
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| STANDARD AREA / STATEMENT | | Presentation of Knowledge and Ideas: Context |
| STANDARD | CC.1.5.6. E. | Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Conventions of Standard English |
| STANDARD | CC.1.5.6. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74 |
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| | | Pennsylvania Core and Academic Standards Language Arts |
| | | Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD | DA 00 1 | |
| AREA | 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
| ST ANDARD AREA / | 2.6. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | CC.1.2.6. A. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details: Main Idea Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Informational Text: Students read, understand, and respond to informational text—with an |
| STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | CC.1.2.6. A. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details: Main Idea Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
| STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA / | 2.6. CC.1.2.6. A. PA.CC.1. 2.6. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details: Main Idea Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |

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

STANDARD Craft and Structure: Text Structure AREA / STATEMENT

STANDARD CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections.

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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |

| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
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| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / | CC.1.4.6. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

STANDARD E.1.

| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | . Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
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| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote of paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80 |
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| | | Pennsylvania Core and Academic Standards |
| | | Pennsylvania Core and Academic Standards Language Arts |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
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| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |

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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.

| ST ANDARD AREA / ST AT EMENT | | Informative/Explanatory: Organization |
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| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |

| STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| | | |

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to

| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| | | UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the t distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizate drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| ST ANDARD AREA / | | Integration of Knowledge and Ideas: Diverse Media |

| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
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| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / | | Informative/Explanatory: Conventions of Language |
| STATEMENT | | |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |

| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |

| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST AND ARD AREA / ST AT EMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when |

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appropriate.

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| | | UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts |
| | | Grade 6 - Adopted: 2014 |
| SUBJECT / | PA.CC.1. | Reading Informational Text: Students read, understand, and respond to informational text—with an |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |

| STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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| | | UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114 |
| | | UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114 Pennsylvania Core and Academic Standards |
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| | | Pennsylvania Core and Academic Standards |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Pennsylvania Core and Academic Standards Language Arts |
| STANDARD | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| STANDARD AREA STANDARD AREA / | 3.6. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA STANDARD AREA / STATEMENT | CC.1.3.6. A. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD | CC.1.3.6. A. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |

SUBJECT / PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on STANDARD comprehension, vocabulary acquisition, and making connections among ideas and between texts with a 3.6. focus on textual evidence. **AREA STANDARD** Key Ideas and Details: Literary Elements AREA / STATEMENT STANDARD CC.1.3.6. Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters C. respond or change as the plot moves toward a resolution. SUBJECT / PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on **STANDARD** comprehension, vocabulary acquisition, and making connections among ideas and between texts with a **AREA** focus on textual evidence.

| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
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| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.6. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |

| STANDARD | CC.1.4.6. 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. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Focus |
| STANDARD | CC.1.4.6. N. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST ANDARD AREA / ST AT EMENT | | Narrative: Organization |
| STANDARD | CC.1.4.6. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Style |
| STANDARD | CC.1.4. 6.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.2. | Use precise language. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
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| STANDARD | CC.1.4.6. 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. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126 |
| | | Pennsylvania Core and Academic Standards |

Pennsylvania Core and Academic Standards Language Arts

Grade 6 - Adopted: 2014

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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |

| CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
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| PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| | Craft and Structure: Text Structure |
| CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| | Craft and Structure: Vocabulary |
| CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| | Integration of Knowledge and Ideas: Diverse Media |
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| CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| G. | |
| G. PA.CC.1. | develop a coherent understanding of a topic or issue. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
| G. PA.CC.1. 2.6. | develop a coherent understanding of a topic or issue. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| G. PA.CC.1. 2.6. CC.1.2.6. I. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas: Analysis Across Texts |
| G. PA.CC.1. 2.6. CC.1.2.6. I. 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 focus on textual evidence. Integration of Knowledge and Ideas: Analysis Across Texts Examine how two authors present similar information in different types of text. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
| G. PA.CC.1. 2.6. CC.1.2.6. I. PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas: Analysis Across Texts Examine how two authors present similar information in different types of text. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| | C. PA.CC.1. 2.6. CC.1.2.6. E. PA.CC.1. 2.6. CC.1.2.6. F. |

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

| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

| SUBJECT / ST ANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |

| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the to distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betweets with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizate drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bettexts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bettexts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bettexts with focus on textual evidence. |
| ST ANDARD AREA / | | Integration of Knowledge and Ideas: Diverse Media |

| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.6. | Examine how two authors present similar information in different types of text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |

| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST AND ARD AREA / ST AT EMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when |

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appropriate.

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / | PA.CC.1. | Reading Informational Text: Students read, understand, and respond to informational text—with an |

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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 focus on textual evidence.

Key Ideas and Details: Text Analysis

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

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

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.6. | Examine how two authors present similar information in different types of text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |

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

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. |
| STANDARD DESCRIPTOR / | E.1. CC.1.4.6. E.3. | |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD | E.1. CC.1.4.6. E.3. PA.CC.1. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / | E.1. CC.1.4.6. E.3. PA.CC.1. 4.6. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

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convey a well-defined perspective and appropriate content. 4.6.

| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
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| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

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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.

| STANDARD AREA / STATEMENT | Narrative: Conventions of Language |
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STANDARD CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, R. punctuation, and spelling.

| STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / | | Comprehension and Collaboration: Collaborative Discussion |

| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the t distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizate drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and bet texts with focus on textual evidence. |
| ST ANDARD AREA / | | Integration of Knowledge and Ideas: Diverse Media |

| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.6. | Examine how two authors present similar information in different types of text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |

| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST AND ARD AREA / ST AT EMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | 4.6. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when |

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appropriate.

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| | 7 \. | UNIT 7: INVENTIVE WRITING Week 17 Page 159-164 |
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| SUBJECT / STANDARD AREA | | UNIT 7: INVENTIVE WRITING Week 17 Page 159-164 Pennsylvania Core and Academic Standards Language Arts |
| STANDARD | PA.CC.1. | UNIT 7: INVENTIVE WRITING Week 17 Page 159-164 Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| ST ANDARD AREA ST ANDARD AREA / | PA.CC.1. 3.6. | UNIT 7: INVENTIVE WRITING Week 17 Page 159-164 Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| ST ANDARD AREA ST ANDARD AREA / ST ATEMENT | PA.CC.1. 3.6. CC.1.3.6. J. | UNIT 7: INVENTIVE WRITING Week 17 Page 159-164 Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| STANDARD AREA / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | PA.CC.1. 3.6. CC.1.3.6. J. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| STANDARD AREA STANDARD AREA / STANDARD SUBJECT / STANDARD AREA STANDARD | PA.CC.1. 3.6. CC.1.3.6. J. PA.CC.1. 4.6. | Pennsylvania Core and Academic Standards Language Arts Grade 6 - Adopted: 2014 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
|---|--|--|
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| AREA / | CC.1.4. 6.E. | Informative/Explanatory: Style Write with an awareness of the stylistic aspects of composition. |
| AREA / STATEMENT | 6.E. | |
| AREA / STATEMENT STANDARD DESCRIPTOR / | CC.1.4.6. E.1. | Write with an awareness of the stylistic aspects of composition. |
| AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / | CC.1.4.6. E.1. CC.1.4.6. E.3. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | CC.1.4.6. E.1. CC.1.4.6. E.3. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / | CC.1.4.6. E.1. CC.1.4.6. E.3. PA.CC.1. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD | CC.1.4.6. E.1. CC.1.4.6. E.3. PA.CC.1. 4.6. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |

| STANDARD | CC.1.4.6. 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. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST ANDARD AREA / ST AT EMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| | | |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| AREA / | CC.1.4.6. U. | 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 three pages in a single sitting. |
| AREA / STATEMENT | U. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with |
| STANDARD SUBJECT / STANDARD | U. PA.CC.1. | 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 three pages in a single sitting. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| STANDARD STANDARD SUBJECT / STANDARD AREA | U. PA.CC.1. 4.6. | 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 three pages in a single sitting. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD STANDARD AREA STANDARD AREA STANDARD AREA / STATEMENT | U. PA.CC.1. 4.6. CC.1.4.6. X. | 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 three pages in a single sitting. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD AREA / STANDARD SUBJECT / STANDARD | U. PA.CC.1. 4.6. CC.1.4.6. X. PA.CC.1. | 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 three pages in a single sitting. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing 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. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, |

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |

| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST ANDARD AREA / ST AT EMENT | | Narrative: Focus |
| STANDARD | CC.1.4.6. N. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Organization |
| STANDARD | CC.1.4.6. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |

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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.

| STANDARD AREA / STATEMENT | | Narrative: Style |
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| STANDARD | CC.1.4. 6.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.2. | Use precise language. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Language Arts

Grade 6 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
|---------------------------------|------------------|---|
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |

| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
|------------------------------------|-------------------|---|
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | s. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | 5. Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST ANDARD AREA / ST AT EMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | . Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | | Writing: Students 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.1.4.6. L. | . Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | | Writing: Students 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.1.4.6. R. | . Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | . With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | | Writing: Students 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.1.4.6. U. | . 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 three pages in a single sitting. |

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| STANDARD |
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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. 4.6.

| STANDARD AREA / STATEMENT | | Range of Writing |
|---------------------------------|-----------------|---|
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Pennsylvania Core and Academic Standards Language Arts

Grade 6 - Adopted: 2014

| SUBJECT / |
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| 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

| STANDARD AREA | 2.6. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
|---------------------------------|-----------|--|
| STANDARD | CC.1.2.6. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |

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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 focus on textual evidence.

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

interpretation of figurative language in context.

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|------------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.6. | Examine how two authors present similar information in different types of text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| ST ANDARD AREA / ST AT EMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| ST ANDARD AREA / ST AT EMENT | | Vocabulary Acquisition and Use |

| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
|---------------------------------|------------------|---|
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
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| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.4. | Establish and maintain a formal style. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Focus |
| STANDARD | CC.1.4.6. H. | Introduce and state an opinion on a topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| ST ANDARD AREA / ST AT EMENT | | Opinion/Argumentative: Style |
| ST ANDARD AREA / | CC.1.4. 6.K. | Opinion/Argumentative: Style Write with an awareness of the stylistic aspects of composition. |
| STANDARD AREA / STATEMENT | 6.K. | |
| ST ANDARD AREA / ST AT EMENT ST ANDARD | CC.1.4.6. K.1. | Write with an awareness of the stylistic aspects of composition. |
| ST AND ARD AREA / STATEMENT ST AND ARD DESCRIPTOR / STANDARD DESCRIPTOR / | CC.1.4.6. K.1. CC.1.4.6. K.3. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | CC.1.4.6. K.1. CC.1.4.6. K.3. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| ST ANDARD AREA / STATEMENT ST ANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / | CC.1.4.6. K.1. CC.1.4.6. K.3. PA.CC.1. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

| STANDARD AREA / | | Narrative: Conventions of Language |
|---------------------------------|------------------|---|
| STATEMENT | CC 1 4 6 | Demonstrate a grade appropriate command of the conventions of standard English grammer usage conitalization |
| STANDARD | R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Range of Writing |
| AREA / | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---|---|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| AREA / | CC.1.2.6. E. | Craft and Structure: Text Structure Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| AREA / STATEMENT | E. | |
| STANDARD SUBJECT / STANDARD | E. PA.CC.1. | Analyze the author's structure through the use of paragraphs, chapters, or sections. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA | PA.CC.1. 2.6. | Analyze the author's structure through the use of paragraphs, chapters, or sections. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA/ STANDARD AREA/ STANDARD | PA.CC.1. 2.6. CC.1.2.6. F. | Analyze the author's structure through the use of paragraphs, chapters, or sections. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level reading and content, including |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD AREA / STATEMENT STANDARD | E. PA.CC.1. 2.6. CC.1.2.6. F. PA.CC.1. | Analyze the author's structure through the use of paragraphs, chapters, or sections. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.6. | Examine how two authors present similar information in different types of text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.6. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.6. B. | Identify and introduce the topic for the intended audience. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
| STANDARD | CC.1.4.6. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 6.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.3. | Develop and maintain a consistent voice. |
| DESCRIPTOR / STANDARD | CC.1.4.6. E.4. | Establish and maintain a formal style. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Response to Literature |
| STANDARD | CC.1.4.6. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Conducting Research |
| STANDARD | CC.1.4.6. V. | . Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | . Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | . Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | . Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts |
| | | Grade 6 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |

emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between

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texts with focus on textual evidence.

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| ST ANDARD AREA / ST AT EMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
|---------------------------------|------------------|---|
| STANDARD | CC.1.3.6. A. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.6. C. | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.6. D. | Determine an author's purpose in a text and explain how it is conveyed in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.6. E. | Analyze how the structure of a text contributes to the development of theme, setting, and plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.6. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Style |
| STANDARD | CC.1.4. 6.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.6. K.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.6. K.3. | Develop and maintain a consistent voice. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative |
| STANDARD | CC.1.4.6. M. | Write narratives to develop real or imagined experiences or events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Focus |
| STANDARD | CC.1.4.6. N. | . Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Organization |
| STANDARD | CC.1.4.6. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Style |

| STANDARD | CC.1.4. 6.Q. | Write with an awareness of the stylistic aspects of writing. |
|---------------------------------|-------------------|---|
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.2. | Use precise language. |
| DESCRIPTOR / STANDARD | CC.1.4.6. Q.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Response to Literature |
| STANDARD | CC.1.4.6. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

| SUBJECT / |
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| STANDARD |
| AREA |

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to 4.6. convey a well-defined perspective and appropriate content.

| STANDARD AREA / STATEMENT | | Range of Writing |
|---------------------------------|------------------|---|
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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Pennsylvania Core and Academic Standards Language Arts

Grade 6 - Adopted: 2014

| SUBJECT / | |
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| 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 focus on textual evidence.

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
|---------------------------------|------------------|--|
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations |

STANDARD CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. STANDARD CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.

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 focus on textual evidence.

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

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---|-------------------------------------|--|
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| | | |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | L. | |
| SUBJECT / STANDARD | L. PA.CC.1. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| SUBJECT / STANDARD AREA STANDARD AREA / | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT | PA.CC.1. 3.6. CC.1.3.6. A. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of |
| SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | CC.1.3.6. A. PA.CC.1. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA | CC.1.3.6. A. PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
|--|--|---|
| STANDARD | CC.1.3.6. C. | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.6. D. | Determine an author's purpose in a text and explain how it is conveyed in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.6. E. | Analyze how the structure of a text contributes to the development of theme, setting, and plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | | Determine the meaning of words and phrases as they are used in grade-level reading and content, including |
| | F. | interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD | PA.CC.1. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |
| STANDARD AREA STANDARD AREA / | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA STANDARD AREA / STATEMENT | PA.CC.1. 3.6. CC.1.3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level |
| STANDARD AREA / STANDARD AREA / STATEMENT STANDARD | PA.CC.1. 3.6. CC.1.3.6. I. CC.1.3.6. J. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Vocabulary Acquisition and Use 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD STANDARD SUBJECT / STANDARD | PA.CC.1. 3.6. CC.1.3.6. I. CC.1.3.6. J. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Vocabulary Acquisition and Use 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. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
|--|--|---|
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.6. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Style |
| STANDARD | CC.1.4. 6.K. | Write with an awareness of the stylistic aspects of composition. |
| | | |
| DESCRIPTOR / STANDARD | CC.1.4.6. K.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | K.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. |
| STANDARD DESCRIPTOR / | K.1. CC.1.4.6. K.3. | |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD | K.1. CC.1.4.6. K.3. PA.CC.1. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA | K.1. CC.1.4.6. K.3. PA.CC.1. 4.6. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD | CC.1.4.6. K.3. PA.CC.1. 4.6. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STANDARD STANDARD STANDARD STANDARD STANDARD | CC.1.4.6. K.3. PA.CC.1. 4.6. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STANDARD STANDARD STANDARD STANDARD SUBJECT / STANDARD AREA / STANDARD AREA / STANDARD AREA / | CC.1.4.6. K.3. PA.CC.1. 4.6. CC.1.4.6. L. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

| STANDARD AREA / STATEMENT | | Narrative: Focus |
|--|--|---|
| STANDARD | CC.1.4.6. N. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Content |
| STANDARD | CC.1.4.6. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Organization |
| STANDARD | CC.1.4.6. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |
| | | |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD | | |
| STANDARD AREA STANDARD AREA / | | convey a well-defined perspective and appropriate content. |
| STANDARD AREA STANDARD AREA / STATEMENT | CC.1.4. 6.Q. | convey a well-defined perspective and appropriate content. Narrative: Style |
| STANDARD AREA / STANDARD AREA / STATEMENT STANDARD | CC.1.4. 6.Q. CC.1.4.6. Q.2. | Narrative: Style Write with an awareness of the stylistic aspects of writing. |
| STANDARD AREA / STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD | CC.1.4.6. Q.2. CC.1.4.6. Q.2. | Narrative: Style Write with an awareness of the stylistic aspects of writing. Use precise language. |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | CC.1.4.6.Q.2. CC.1.4.6.Q.2. CC.1.4.6.Q.3. | Convey a well-defined perspective and appropriate content. Narrative: Style Write with an awareness of the stylistic aspects of writing. Use precise language. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STANDARD | CC.1.4.6. Q.2. CC.1.4.6. Q.3. PA.CC.1. | Narrative: Style Write with an awareness of the stylistic aspects of writing. Use precise language. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

| STANDARD AREA / STATEMENT | | Response to Literature |
|---------------------------------|------------------|---|
| STANDARD | CC.1.4.6. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.6. W. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.6. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| STANDARD AREA / STATEMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.6. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |

Pennsylvania Core and Academic Standards Language Arts

Grade 6 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.6. A. | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| STANDARD | CC.1.2.6. C. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.6. E. | Analyze the author's structure through the use of paragraphs, chapters, or sections. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Diverse Media |
| STANDARD | CC.1.2.6. G. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
|---------------------------------|------------------|--|
| STANDARD | CC.1.2.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.6. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.6. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.6. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.6. A. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.6. B. | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.6. E. | Analyze how the structure of a text contributes to the development of theme, setting, and plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.3.6. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.6. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.6. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / ST ANDARD AREA | PA.CC.1. 3.6. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.6. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.6. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.6. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.6. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |

| STANDARD | CC.1.4.6. T. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.6. U. | 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 three pages in a single sitting. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.6. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
| STANDARD | CC.1.4.6. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |