

## Structure and Style for Students

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

### Pennsylvania Core and Academic Standards

#### Language Arts

Grade 6 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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STANDARD	CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6.	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.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather J. vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level K. reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.6.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and L. proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6.	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	PA.CC.1. 3.6.	<b>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.</b>
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 I. 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 J. vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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. C.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.E. Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6. Develop and maintain a consistent voice. E.3.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD      CC.1.4.6. 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.  
W.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD      CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  
A.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD      CC.1.5.6. 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.  
D.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Context</b>
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STANDARD      CC.1.5.6. Adapt speech to a variety of contexts and tasks.  
E.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD	CC.1.5.6. Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content G.
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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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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STANDARD	CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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STANDARD	CC.1.2.6. 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. <b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>	
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. <b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>	
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. <b>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.</b>	
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. <b>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.</b>	
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.6. I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	
STANDARD	CC.1.3.6. J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
SUBJECT / STANDARD AREA	PA.CC.1.4.6. <b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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. C.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6. 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. D.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.E. Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6. Develop and maintain a consistent voice. E.3.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Response to Literature</b>
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STANDARD	CC.1.4.6. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. S.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. 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. W.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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. X.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. A.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD	CC.1.5.6. 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. D.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Context</b>
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STANDARD	CC.1.5.6. Adapt speech to a variety of contexts and tasks. E.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD	CC.1.5.6. Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content G.
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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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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STANDARD	CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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STANDARD	CC.1.2.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.6. 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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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. F.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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. I.
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. J.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>

STANDARD	CC.1.4.6.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6.	Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6.	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. C.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6.	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. D.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6.	Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6.	Develop and maintain a consistent voice. E.3.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.

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

**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.  
L.

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

**STANDARD AREA / STATEMENT**      **Narrative: 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.  
R.

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

**STANDARD AREA / STATEMENT**      **Response to Literature**

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

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

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

STANDARD      CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
T.

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

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

STANDARD      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.  
U.

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

**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 appropriate.  
V.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. 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. W.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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. X.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. A.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD	CC.1.5.6. 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. D.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Context</b>
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STANDARD	CC.1.5.6. Adapt speech to a variety of contexts and tasks. E.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD	CC.1.5.6. Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content G.
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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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Theme</b>
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STANDARD	CC.1.3.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.3.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Literary Elements</b>
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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 respond or change as the plot moves toward a resolution. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.3.6. Analyze how the structure of a text contributes to the development of theme, setting, and plot. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.3.6. Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

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

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

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

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

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

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

**STANDARD AREA / STATEMENT**      **Informative/Explanatory: 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. Write narratives to develop real or imagined experiences or events. M.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Focus</b>
STANDARD	CC.1.4.6. Engage and orient the reader by establishing a context and introducing a narrator and/or characters. N.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Content</b>
STANDARD	CC.1.4.6. 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. O.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Organization</b>
STANDARD	CC.1.4.6. 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. P.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.Q. Write with an awareness of the stylistic aspects of writing.</b>
DESCRIPTOR / STANDARD	CC.1.4.6. Use precise language. Q.2.
DESCRIPTOR / STANDARD	CC.1.4.6. Develop and maintain a consistent voice. Q.3.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.6. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD      CC.1.5.6. 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.  
D.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Context</b>
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STANDARD      CC.1.5.6. Adapt speech to a variety of contexts and tasks.  
E.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD      CC.1.5.6. Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.  
G.

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. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Theme</b>
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STANDARD      CC.1.3.6. 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.  
A.

**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.**

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

**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.	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. C.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6.	Analyze how the structure of a text contributes to the development of theme, setting, and plot. E.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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. F.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	<b>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.</b>
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. I.
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. J.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.6.	Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.6.	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. C.

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

**STANDARD AREA / STATEMENT**      **Informative/Explanatory: 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.  
F.

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

**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.  
L.

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

**STANDARD AREA / STATEMENT**      **Narrative**

**STANDARD**      CC.1.4.6. Write narratives to develop real or imagined experiences or events.  
M.

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

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

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

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

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

**STANDARD**      CC.1.4.6. 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.  
O.

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

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

STANDARD	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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.Q. Write with an awareness of the stylistic aspects of writing.</b>
DESCRIPTOR / STANDARD	CC.1.4.6. Use precise language. Q.2.
DESCRIPTOR / STANDARD	CC.1.4.6. Develop and maintain a consistent voice. Q.3.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
STANDARD	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. U.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>

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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Context</b>
STANDARD	CC.1.5.6. E.	Adapt speech to a variety of contexts and tasks.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Conventions of Standard English</b>
STANDARD	CC.1.5.6. G.	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Theme</b>
STANDARD	CC.1.3.6. 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. A.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.3.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Literary Elements</b>
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 respond or change as the plot moves toward a resolution. C.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.3.6. Analyze how the structure of a text contributes to the development of theme, setting, and plot. E.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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. F.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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. I.



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

STANDARD	CC.1.4.6.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters. N.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.6.	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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.6.	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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6.	R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.6.	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. U.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.6.	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. W.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.6.	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. X.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.6.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.6.	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. D.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Presentation of Knowledge and Ideas: Context</b>
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STANDARD      CC.1.5.6. Adapt speech to a variety of contexts and tasks.  
E.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Conventions of Standard English</b>
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STANDARD      CC.1.5.6. Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.  
G.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text  
A. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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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.  
B.

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.**

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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.6.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.6. 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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>

STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. B.	Identify and introduce the topic for the intended audience.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4. 6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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. Develop and maintain a consistent voice. E.3.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.
STANDARD AREA / STATEMENT	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.
STANDARD AREA / STATEMENT	<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.
STANDARD AREA / STATEMENT	<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.
STANDARD AREA / STATEMENT	<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.
STANDARD AREA / STATEMENT	<b>Technology and Publication</b>
STANDARD	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. U.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.
STANDARD AREA / STATEMENT	<b>Conducting Research</b>

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		<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**SUBJECT / STANDARD AREA** PA.CC.1.4.6. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Range of Writing</b>
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STANDARD	CC.1.4.6. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**SUBJECT / STANDARD AREA** PA.CC.1.5.6. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

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

STANDARD AREA / STATEMENT		<b>Key Ideas and Details: Text Analysis</b>
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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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.6.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.6. E.	Analyze the author's structure through the use of paragraphs, chapters, or sections.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.6.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.6.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Integration of Knowledge and Ideas: Diverse Media</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.6.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.6.</b>	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>

STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.6.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.6.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. B.	Identify and introduce the topic for the intended audience.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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. 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
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**STANDARD**      CC.1.4.6. 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.  
**D.**

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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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.

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

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
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**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. 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
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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.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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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. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. 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. W.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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. X.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. A.
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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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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STANDARD	CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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STANDARD	CC.1.2.6. 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.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Range of Reading</b>
STANDARD	CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
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. F.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
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. I.
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. J.
SUBJECT / STANDARD AREA	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT	<b>Informative/Explanatory</b>

STANDARD	CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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. C.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6. 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. D.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.E. Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6. Develop and maintain a consistent voice. E.3.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. 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 5: WRITING FROM PICTURES Week 10 Page 89-98

**Pennsylvania Core and Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. 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. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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STANDARD	CC.1.2.6. 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.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Integration of Knowledge and Ideas: Diverse Media</b>
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.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
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.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT		<b>Range of Reading</b>
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.	<b>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.</b>
STANDARD AREA / STATEMENT		<b>Craft and Structure: Vocabulary</b>
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.	<b>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.</b>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD	CC.1.3.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather J. vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6.	Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and C. examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, D. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4. 6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6.	Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6.	Develop and maintain a consistent voice. E.3.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD      CC.1.4.6. 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.  
W.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.  
X.

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

**Pennsylvania Core and Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2014

**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.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. 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.  
A.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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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.  
B.

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.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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.  
F.

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.6. L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.6. 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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.6. I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
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STANDARD      CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.  
A.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
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STANDARD      CC.1.4.6. Identify and introduce the topic for the intended audience.  
B.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
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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.  
C.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
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STANDARD      CC.1.4.6. 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.  
D.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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DESCRIPTOR / STANDARD      CC.1.4.6. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
E.1.

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

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

**STANDARD AREA / STATEMENT**      **Informative/Explanatory: 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.  
F.

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

**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.  
L.

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

**STANDARD AREA / STATEMENT**      **Narrative: 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.  
R.

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

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

STANDARD      CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
T.

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

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

STANDARD      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.  
U.

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

**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 appropriate.  
V.



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

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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**STANDARD**      CC.1.4.6. 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.  
W.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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**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.  
X.

UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Pennsylvania Core and Academic Standards  
Language Arts  
Grade 6 - Adopted: 2014

**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.**  
3.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Theme</b>
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**STANDARD**      CC.1.3.6. 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.  
A.

**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.**  
3.6.

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

**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.**  
3.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Literary Elements</b>
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**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 respond or change as the plot moves toward a resolution.  
C.

**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.**  
3.6.

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.6.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.6.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
STANDARD	CC.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>

STANDARD	CC.1.4.6. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>
STANDARD	CC.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>

STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. 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	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT	<b>Technology and Publication</b>
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STANDARD	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.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT	<b>Range of Writing</b>
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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.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 6 - Adopted: 2014**

SUBJECT / STANDARD AREA	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
STANDARD AREA / STATEMENT	<b>Key Ideas and Details: Main Idea</b>

STANDARD	CC.1.2.6. 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	<b>PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>

STANDARD AREA / STATEMENT	<b>Key Ideas and Details: Text Analysis</b>
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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.
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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	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
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. F.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Integration of Knowledge and Ideas: Diverse Media</b>
STANDARD	CC.1.2.6. 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.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Integration of Knowledge and Ideas: Analysis Across Texts</b>
STANDARD	CC.1.2.6. Examine how two authors present similar information in different types of text. I.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
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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.**

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
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STANDARD	CC.1.4.6.B. Identify and introduce the topic for the intended audience.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.6. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
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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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6.	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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.6.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. 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. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. 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. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. 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. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. A.
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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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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STANDARD	CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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STANDARD	CC.1.2.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Analysis Across Texts</b>
STANDARD	CC.1.2.6. Examine how two authors present similar information in different types of text. I.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.6. 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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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. F.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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. I.

STANDARD	CC.1.3.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather J. vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6.	Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and C. examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, D. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4. 6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6.	Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6.	Develop and maintain a consistent voice. E.3.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD      CC.1.4.6. 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.  
W.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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STANDARD      CC.1.4.6. 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.  
X.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD      CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  
A.

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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. 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.  
A.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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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.  
B.

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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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. F.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
STANDARD	CC.1.2.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Analysis Across Texts</b>
STANDARD	CC.1.2.6. Examine how two authors present similar information in different types of text. I.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>

STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.6.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.6.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. B.	Identify and introduce the topic for the intended audience.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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. 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.

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
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STANDARD      CC.1.4.6. 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.  
D.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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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.

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

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
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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. 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.

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
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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.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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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. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.6. 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. W.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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. X.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD	CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. A.
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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

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD	CC.1.2.6. 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. A.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.2.6. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. B.
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STANDARD	CC.1.2.6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. C.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.2.6. Analyze the author's structure through the use of paragraphs, chapters, or sections. E.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.
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<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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STANDARD	CC.1.2.6. 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.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Integration of Knowledge and Ideas: Analysis Across Texts</b>
STANDARD	CC.1.2.6. Examine how two authors present similar information in different types of text. I.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Range of Reading</b>
STANDARD	CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Craft and Structure: Vocabulary</b>
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. F.
SUBJECT / STANDARD AREA	<b>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.</b>
STANDARD AREA / STATEMENT	<b>Vocabulary Acquisition and Use</b>
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. I.

STANDARD	CC.1.3.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather J. vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. A.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6.	Identify and introduce the topic for the intended audience. B.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and C. examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, D. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4. 6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.6.	Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
DESCRIPTOR / STANDARD	CC.1.4.6.	Develop and maintain a consistent voice. E.3.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD	CC.1.4.6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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STANDARD	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. U.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD	CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. V.
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**SUBJECT / STANDARD AREA**      **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**  
4.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD      CC.1.4.6. 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.  
W.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD      CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  
A.

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

**Pennsylvania Core and Academic Standards  
Language Arts  
Grade 6 - Adopted: 2014**

**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.**  
3.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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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.  
J.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
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STANDARD      CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.  
A.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. B.	Identify and introduce the topic for the intended audience.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.6. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>

STANDARD	CC.1.4.6. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.6.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.6. 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.1.3.6. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>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.</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
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<b>STANDARD</b>	<b>CC.1.4.6.A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
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<b>STANDARD</b>	<b>CC.1.4.6.B. Identify and introduce the topic for the intended audience.</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
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<b>STANDARD</b>	<b>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.</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
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<b>STANDARD</b>	<b>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.</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.6.E. Write with an awareness of the stylistic aspects of composition.</b>
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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.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Conventions of Language</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Opinion/Argumentative: Conventions of Language</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Narrative: Focus</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Narrative: Content</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Narrative: Organization</b>
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. 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>

**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. 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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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. 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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**STANDARD**      **CC.1.4.6.T.**      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBJECT / STANDARD AREA**      **PA.CC.1. 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
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**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. 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.**

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

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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD      CC.1.3.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather J. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory</b>
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STANDARD      CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Focus</b>
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STANDARD      CC.1.4.6. Identify and introduce the topic for the intended audience. B.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Content</b>
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STANDARD      CC.1.4.6. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and C. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Organization</b>
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STANDARD      CC.1.4.6. Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, D. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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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.

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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Informative/Explanatory: Conventions of Language</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Opinion/Argumentative: Conventions of Language</b>
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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.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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STANDARD    CC.1.4.6.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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD    CC.1.4.6.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.

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

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text A.

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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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. B.

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.**

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

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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. F.

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
STANDARD	CC.1.2.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Analysis Across Texts</b>
STANDARD	CC.1.2.6. Examine how two authors present similar information in different types of text. I.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.6. 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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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. F.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>

STANDARD	CC.1.3.6. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.6. B.	Identify and introduce the topic for the intended audience.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.6.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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Conventions of Language</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Opinion/Argumentative: Focus</b>
STANDARD	CC.1.4.6. H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Opinion/Argumentative: Style</b>
STANDARD	CC.1.4.6.K.	<b>Write with an awareness of the stylistic aspects of composition.</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Opinion/Argumentative: Conventions of Language</b>
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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.6. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Technology and Publication</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Conducting Research</b>
STANDARD	CC.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.6. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.6.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.6. 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.**

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Text Structure</b>
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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.**

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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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.

<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Analysis Across Texts</b>
STANDARD	CC.1.2.6. Examine how two authors present similar information in different types of text. I.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.6. 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. J.
STANDARD	CC.1.2.6. 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. K.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Range of Reading</b>
STANDARD	CC.1.2.6. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.6. 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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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. F.
<b>SUBJECT / STANDARD AREA</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>	<b>Vocabulary Acquisition and Use</b>
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. I.
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. J.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
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STANDARD      CC.1.4.6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.  
A.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
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STANDARD      CC.1.4.6. Identify and introduce the topic for the intended audience.  
B.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
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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.  
C.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
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STANDARD      CC.1.4.6. 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.  
D.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.6.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
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DESCRIPTOR / STANDARD      CC.1.4.6. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
E.1.

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

DESCRIPTOR / STANDARD      CC.1.4.6. Establish and maintain a formal style.  
E.4.

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

**STANDARD AREA / STATEMENT**      **Informative/Explanatory: 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.  
F.

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

**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.  
L.

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

**STANDARD AREA / STATEMENT**      **Narrative: 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.  
R.

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

**STANDARD AREA / STATEMENT**      **Response to Literature**

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

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

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

STANDARD      CC.1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
T.

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

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

STANDARD      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.  
U.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Conducting Research</b>
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STANDARD      CC.1.4.6. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  
V.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD      CC.1.4.6. 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.  
W.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD      CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  
A.

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. Reading Informational Text: 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.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. 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.  
A.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**  
2.6.

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



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.	<b>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.</b>
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.	<b>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.</b>
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.	<b>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.</b>
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.	<b>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.</b>
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.	<b>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.</b>
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.	<b>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.</b>

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

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative</b>
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STANDARD      CC.1.4.6. Write narratives to develop real or imagined experiences or events.  
M.

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

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Content</b>
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STANDARD      CC.1.4.6. 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.  
O.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Organization</b>
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STANDARD      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.  
P.

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

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

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Narrative: Conventions of Language</b>
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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.**

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

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

<b>STANDARD AREA / STATEMENT</b>	<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD    CC.1.4.6.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Technology and Publication</b>
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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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD    CC.1.4.6.W. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

<b>STANDARD AREA / STATEMENT</b>	<b>Range of Writing</b>
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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.  
X.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**  
5.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD      CC.1.5.6. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  
A.

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

**Pennsylvania Core and Academic Standards**  
**Language Arts**  
Grade 6 - Adopted: 2014

**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.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. 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.  
A.

**SUBJECT / STANDARD AREA**      **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Text Analysis</b>
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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.  
B.

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.**  
2.6.

<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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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.  
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.**

**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		Key Ideas and Details: Literary Elements
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 respond or change as the plot moves toward a resolution. C.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.6.	Determine an author's purpose in a text and explain how it is conveyed in a text. D.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6.	Analyze how the structure of a text contributes to the development of theme, setting, and plot. E.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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. F.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	<b>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.</b>
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. I.
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. J.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	<b>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.</b>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.6.	Read and comprehend literary fiction on grade level, reading independently and proficiently. K.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
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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.  
C.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
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STANDARD      CC.1.4.6.      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
F.

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

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.6. 6.K.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>

DESCRIPTOR / STANDARD      CC.1.4.6.      Use precise language and domain-specific vocabulary to inform about or explain the topic.  
K.1.

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

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

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

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

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative</b>
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STANDARD      CC.1.4.6.      Write narratives to develop real or imagined experiences or events.  
M.

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



STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.6.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters. N.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: 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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: 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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: 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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.6.	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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.6.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. S.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.6. 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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.6. 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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.6. 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.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.6. 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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Key Ideas and Details: Main Idea</b>
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STANDARD      CC.1.2.6. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text  
A. 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.**

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

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

**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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Craft and Structure: Vocabulary</b>
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STANDARD      CC.1.2.6. 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**      **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.**

<b>STANDARD AREA / STATEMENT</b>	<b>Integration of Knowledge and Ideas: Diverse Media</b>
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STANDARD      CC.1.2.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to  
G. 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.	<b>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>
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.	<b>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.</b>
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.	<b>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.</b>
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.	<b>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.</b>
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.	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

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

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

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

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

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

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

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

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

**STANDARD AREA / STATEMENT**      **Informative/Explanatory: 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.

STANDARD AREA / STATEMENT	<b>Technology and Publication</b>
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STANDARD	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. U.
SUBJECT / STANDARD AREA	<b>PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b> 4.6.

STANDARD AREA / STATEMENT	<b>Range of Writing</b>
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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. X.
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