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

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 9

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# Pennsylvania Core and Academic Standards Language Arts

Grade 9 - Adopted: 2014

		Grade <b>9</b> - Adopted: <b>2014</b>
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT /		Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a
ST ANDARD AREA	3.9-10.	focus on textual evidence.

STANDARD	CC.1.3.9 -10.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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4. 9-10.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 –10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Narrative: Organization
STANDARD	CC.1.4.9 -10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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.
		RESPONSE TO LITERATURE Week 23 Page 249-262
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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

CC.1.3.9 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences

and conclusions based on an author's explicit assumptions and beliefs about a subject.

STATEMENT

STANDARD

-10.B.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 –10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4. 9-10.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 –10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 –10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
AREA		
ST ANDARD AREA / ST AT EMENT		Technology and Publication
ST ANDARD AREA /	CC.1.4.9 -10.U.	Technology and Publication  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD AREA / STATEMENT	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA /	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA / STANDARD AREA / STANDARD	-10.U.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.V.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Conducting Research  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA / STANDARD  STANDARD  STANDARD  STANDARD  STANDARD	-10.U.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.V.  PA.CC.1.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Conducting Research  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Writing: Students write for different purposes and audiences. Students write clear and focused text to

SUBJECT /
STANDARD
AREA

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to 4.9-10. convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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.
		Timed Essay Week 24 Page 263-263  Pennsylvania Core and Academic Standards

#### Language Arts

		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.

#### SUBJECT / STANDARD **AREA**

2.9-10.

PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an 2.9-10. emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between

ST ANDARD Vocabulary Acquisition and Use AREA / ST AT EMENT	
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texts with focus on textual evidence.

STANDARD	CC.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		Pennsylvania Core and Academic Standards
		Language Arts Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 –10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 -10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.l.	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.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / ST ANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion

STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 -10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.9 -10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Pennsylvania Core and Academic Standards
		Language Arts Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC 1.29	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

### STANDARD CC.1.2.9 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. -10.A. SUBJECT / PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an STANDARD emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between 2.9-10. **AREA** texts with focus on textual evidence. STANDARD Key Ideas and Details: Text Analysis AREA / STATEMENT STANDARD CC.1.2.9 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences -10.B. and conclusions based on an author's explicit assumptions and beliefs about a subject.

STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.l.	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.1.3.9 -10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 –10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 –10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

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

-10.U. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STATEMENT
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STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 -10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.l.	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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
AREA /	CC.1.4.9 –10.N.	Narrative: Focus  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
AREA / STATEMENT	–10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of
STANDARD  SUBJECT / STANDARD	–10.N. <b>PA.CC.1.</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD SUBJECT / STANDARD AREA STANDARD AREA	–10.N. <b>PA.CC.1.</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD SUBJECT / STANDARD AREA STANDARD AREA/ STANDARD AREA/ STANDARD	-10.N.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.O.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Content  Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to
STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD STANDARD STANDARD STANDARD	-10.N.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.O.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Content  Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.  Writing: Students write for different purposes and audiences. Students write clear and focused text to

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT

Range of Writing

STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 –10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD SREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade 9 - Adopted: 2014
SUBJECT / STANDARD	PA.CC.1. 3.9-10.	Reading Literature Students 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 taxtual oxidence.

SUBJECT / STANDARD AREA	3.9-10.	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.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / ST ANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.l.	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.1.3.9 -10.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. 3.9-10.	Reading Literature Students 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.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 -10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 -10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 -10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Pennsylvania Core and Academic Standards
		Language Arts  Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View

STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.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.1.3.9 -10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 –10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 –10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.	
STANDARD	9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD		Use various types of phrases and clauses to convey meaning and add variety and interest.
DESCRIPTOR /	9-10.Q. CC.1.4.9 -10.Q.2.	
DESCRIPTOR / STANDARD  SUBJECT / STANDARD	9-10.Q. CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
DESCRIPTOR / STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA /	9-10.Q. CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STANDARD  AREA / STATEMENT	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STATEMENT  STANDARD	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.  PA.CC.1.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STATEMENT  STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA  STANDARD  AREA /	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.  PA.CC.1.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 –10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

### Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.l.	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.1.3.9 -10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 –10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

# Pennsylvania Core and Academic Standards Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 –10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
ST ANDARD AREA / ST AT EMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.l.	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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 –10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT	I
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**AREA** 

PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on 3.9-10. comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 3.9-10.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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

		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
STANDARD	CC.1.4.9 -10.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.
STANDARD AREA / STATEMENT		Range of Writing
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD AREA / STATEMENT		Conducting Research
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD AREA / STATEMENT		Technology and Publication
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

# Pennsylvania Core and Academic Standards

Language Arts Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA

3.9-10.

PA.CC.1. Reading Literature Students read and respond to works of literature—with an emphasis on 3.9-10. comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD Key Ideas and Details: Theme AREA / STATEMENT

STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STANDARD AREA	4.9-10.	convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 -10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / ST ANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 -10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

SUBJECT /

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 –10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

SUBJECT /	PA.CC.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an
STANDARD	2.9-10.	emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
AREA		texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 -10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 –10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Informative/Explanatory: Style
STANDARD AREA STANDARD AREA /		convey a well-defined perspective and appropriate content.
ST ANDARD AREA ST ANDARD AREA I ST AT EMENT	4.9-10.	convey a well-defined perspective and appropriate content.  Informative/Explanatory: Style
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR /	CC.1.4.9 -10.E.1	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD	CC.1.4.9 -10.E.1 CC.1.4.9	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA /  STANDARD  AREA /	CC.1.4.9 -10.E.1 CC.1.4.9	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  STANDARD  STANDARD  AREA / STANDARD	CC.1.4.9 -10.E.1.  PA.CC.1. 4.9-10.  CC.1.4.9  -10.F.	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Informative/Explanatory: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,

STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SUBJECT /
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AREA / STATEMENT PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to 4.9-10. convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

# Pennsylvania Core and Academic Standards Language Arts

Grade 9 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Vocabulary

STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.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.1.3.9 -10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD		Informative/Explanatory: Style
AREA / STATEMENT		
AREA /	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
AREA / STATEMENT		
STANDARD  DESCRIPTOR /	9-10.E. CC.1.4.9 -10.E.1.	Write with an awareness of the stylistic aspects of composition.
AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD	9-10.E.  CC.1.4.9 -10.E.1.  PA.CC.1.	Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA /	9-10.E.  CC.1.4.9 -10.E.1.  PA.CC.1.	Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STATEMENT	9-10.E. CC.1.4.9 -10.E.1. PA.CC.1. 4.9-10. CC.1.4.9 -10.F.	Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Informative/Explanatory: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA / STATEMENT  STANDARD  SUBJECT / STANDARD	9-10.E.  CC.1.4.9 -10.E.1.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.F.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Informative/Explanatory: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Writing: Students write for different purposes and audiences. Students write clear and focused text to

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research

STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effective assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 -10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Grade 9 - Adopted: 2014

		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

-10.A. accurately.

STANDARD AREA	4.9-10.	convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / ST ANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST AND ARD AREA / ST AT EMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

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STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD		Informative/Explanatory: Content

# SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA STANDARD AREA / STATEMENT CC.1.9 Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. SUBJECT / 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.

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STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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

SUBJECT / STANDARD 4.9-10.  STANDARD AREA / STANDARD AREA /		
STANDARD AREA  STATEMENT  Production and Distribution of Writing: Writing Process  STATEMENT  CC.1.4.9 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD AREA / STATEMENT  Technology and Publication  STANDARD CC.1.4.9 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  SUBJECT / PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD AREA / 4.9-10.  Credibility, Reliability, and Validity of Sources  STANDARD CC.1.4.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiansm and following a standard format for citation.  SUBJECT / 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.  Range of Writing  STANDARD AREA / 4.9-10.  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.	STANDARD	
STANDARD  CC.1.4.9 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  AREA /  Technology and Publication  STANDARD  CC.1.4 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  STANDARD  PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Credibility, Reliability, and Validity of Sources  STANDARD  CC.1.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively: assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD  APA.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.  Range of Writing  STANDARD  CC.1.49 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 7: INVENTIVE WRITING Week 15 Page 145-160	SUBJECT / STANDARD AREA	
DIBJECT / STANDARD AREA / STANDARD AREA / STANDARD CC.1.49  CC.1.40  CC.1.49  CC.1.40  CC.1.4	STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
STANDARD AREA  STANDARD AREA  CC.1.4.9  -10.U. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  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.  STANDARD AREA  STANDARD CC.1.4.9  -10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD 4.9-10. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Range of Writing  STANDARD AREA / STANDARD AREA / STANDARD CC.1.4.9  -10.W. 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 7: INVENTIVE WRITING Week 15 Page 145-160	STANDARD	
STANDARD  CC.1.4.9  -10.U.  SUBJECT / STANDARD  AREA    STANDARD  CC.1.4.9  -10.U.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  STANDARD  CC.1.4.9  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD  PA.CC.1.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  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.  Range of Writing  CC.1.4.9  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 7: INVENTIVE WRITING Week 15 Page 145-160	SUBJECT / STANDARD AREA	
AREA / STANDARD AREA / STANDAR	STANDARD AREA / STATEMENT	Technology and Publication
STANDARD AREA / STANDARD AREA	STANDARD	
STANDARD  CC.1.4.9  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD 4.9-10.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Range of Writing  CC.1.4.9  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 7: INVENTIVE WRITING Week 15 Page 145-160	SUBJECT / STANDARD AREA	
-10.W. assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.    PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.    STANDARD   Range of Writing	STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
STANDARD AREA  STANDARD AREA I  STANDARD AREA I  STATEMENT  CC.1.4.9 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 7: INVENTIVE WRITING Week 15 Page 145-160	STANDARD	assess the usefulness of each source in answering the research question; integrate information into the text
STANDARD CC.1.4.9 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 7: INVENTIVE WRITING Week 15 Page 145-160	SUBJECT / STANDARD AREA	
-10.X. single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  UNIT 7: INVENTIVE WRITING Week 15 Page 145-160	STANDARD AREA / STATEMENT	Range of Writing
	STANDARD	
Pennsylvania Core and Academic Standards		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Pennsylvania Core and Academic Standards

Grade 9 - 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.

STANDARD AREA / STATEMENT	Key Ideas and Details: Theme

STANDARD CC.1.3.9 Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
-10.A. including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 -10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.l.	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.1.3.9 -10.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. 3.9-10.	Reading Literature Students 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.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 –10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 -10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Grade 9 - 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.

STANDARD AREA /	Key Ideas and Details: Main Ide
STATEMENT	

STANDARD	CC.1.2.9 –10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.	Write with an awareness of the stylistic aspects of writing.
	9-10.Q.	
DESCRIPTOR / STANDARD		Use various types of phrases and clauses to convey meaning and add variety and interest.
	9-10.Q. CC.1.4.9 -10.Q.2.	
SUBJECT / STANDARD	9-10.Q. CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA STANDARD AREA /	9-10.Q. CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
SUBJECT / STANDARD AREA  STANDARD AREA / STATEMENT	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
SUBJECT / STANDARD AREA / STATEMENT  STANDARD STANDARD SUBJECT / STANDARD	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.  PA.CC.1.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Writing: Students write for different purposes and audiences. Students write clear and focused text to

STANDARD AREA	4.9-10.	convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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.

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

SUBJECT /

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.G.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**STANDARD** 

CC.1.2.9

CC.1.2.9 –10.K.

-10.J.

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.l.	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.1.3.9 –10.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. 4.9-10.	Writing: Students write for 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.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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
STANDARD	CC.1.4.9 –10.G.	Write arguments to support claims in an analysis of substantive topics.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4. 9-10.H.	Write with a sharp, distinct focus identifying topic, task, and audience.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.H.1.	Introduce the precise claim.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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: Content
STANDARD	CC.1.4.9 –10.l.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4. 9-10.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

# STANDARD AREA / STATEMENT CC.1.4.9 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

AREA

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research

STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		Pennsylvania Core and Academic Standards
		Language Arts Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

# STATEMENT **STANDARD** CC.1.2.9 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences -10.B. and conclusions based on an author's explicit assumptions and beliefs about a subject. STANDARD CC.1.2.9 Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas -10.C. or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. SUBJECT / PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an STANDARD 2.9-10. emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between

texts with focus on textual evidence.

**AREA** 

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 -10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 –10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 –10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD		
STANDARD AREA STANDARD AREA /		convey a well-defined perspective and appropriate content.
STANDARD AREA STANDARD AREA / STATEMENT	4.9-10.	convey a well-defined perspective and appropriate content.  Informative/Explanatory: Style
STANDARD AREA / STANDARD AREA / STATEMENT STANDARD	CC.1.4.9 CC.1.4.9	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1. CC.1.4.9 -10.E.1.	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD	CC.1.4.9 -10.E.1.  CC.1.4.9 -10.E.2.  PA.CC.1.	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA /  STANDARD	CC.1.4.9 -10.E.1.  CC.1.4.9 -10.E.2.  PA.CC.1.	Informative/Explanatory: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.  Writing: Students 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
STANDARD	CC.1.4.9 –10.G.	Write arguments to support claims in an analysis of substantive topics.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4. 9-10.H.	Write with a sharp, distinct focus identifying topic, task, and audience.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.H.1.	Introduce the precise claim.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Content
STANDARD	CC.1.4.9 –10.l.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CUD IECT /	PA CC 1	Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA	4.9-10.	convey a well-defined perspective and appropriate content.
STANDARD		
STANDARD AREA STANDARD AREA /		convey a well-defined perspective and appropriate content.
STANDARD AREA STANDARD AREA / STATEMENT	4.9-10.	Convey a well-defined perspective and appropriate content.  Opinion/Argumentative: Style
STANDARD AREA STANDARD AREA / STATEMENT STANDARD	4.9-10. CC.1.4. 9-10.K.	Convey a well-defined perspective and appropriate content.  Opinion/Argumentative: Style  Write with an awareness of the stylistic aspects of composition.
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1. CC.1.4.9 -10.K.1.	Convey a well-defined perspective and appropriate content.  Opinion/Argumentative: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD	CC.1.4.9 -10.K.1. CC.1.4.9 -10.K.1.	Convey a well-defined perspective and appropriate content.  Opinion/Argumentative: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD  DESCRIPTOR / STANDARD  DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA /	CC.1.4.9 -10.K.1. CC.1.4.9 -10.K.1.	Opinion/Argumentative: Style  Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.  Writing: Students 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.1.4.9 -10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
AREA		
ST ANDARD AREA / ST AT EMENT		Technology and Publication
ST ANDARD AREA /	CC.1.4.9 -10.U.	Technology and Publication  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD AREA / STATEMENT	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA /	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA / STANDARD AREA / STANDARD	-10.U.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.V.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Conducting Research  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA / STANDARD  STANDARD  STANDARD  STANDARD  STANDARD	-10.U.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.V.  PA.CC.1.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Conducting Research  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Writing: Students write for different purposes and audiences. Students write clear and focused text to

SUBJECT /
STANDARD
AREA

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to 4.9-10. convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

## Pennsylvania Core and Academic Standards Language Arts

		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.

### SUBJECT / STANDARD **AREA**

2.9-10.

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

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.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. 2.9-10.	Reading Informational Text: Students read, understand, and 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.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.l.	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.1.3.9 –10.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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 –10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT /	DA CC 1	Writing: Students write for different purposes and audiences. Students write clear and focused text to

STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade 9 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
ST ANDARD AREA / ST AT EMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 –10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA		Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View

STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 –10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.l.	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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 –10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content

CC.1.4.9 Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop

convey a vivid picture of the experiences, events, settings, and/or characters.

experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to

STANDARD

**-1**0.O.

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to 4.9-10. convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 –10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.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. 4.9-10.	Writing: Students 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.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade <b>9</b> - Adopted: <b>2014</b>
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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

ST ANDARD AREA / ST AT EMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Key Ideas and Details: Literary Elements

STANDARD AREA / STATEMENT

STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 –10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students 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.1.3.9 –10.l.	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.1.3.9 –10.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. 3.9-10.	Reading Literature Students 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.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for 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.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students 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.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

# SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA / STATEMENT CC.1.4.9 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.9 –10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.	
STANDARD	9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD		Use various types of phrases and clauses to convey meaning and add variety and interest.
DESCRIPTOR /	9-10.Q. CC.1.4.9 -10.Q.2.	
DESCRIPTOR / STANDARD  SUBJECT / STANDARD	9-10.Q. CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
DESCRIPTOR / STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA /	9-10.Q. CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STANDARD  AREA / STATEMENT	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STATEMENT  STANDARD  SUBJECT / STANDARD	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.  PA.CC.1.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
DESCRIPTOR / STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA / STATEMENT  STANDARD  SUBJECT / STANDARD  AREA  STANDARD  AREA  STANDARD  AREA /	9-10.Q.  CC.1.4.9 -10.Q.2.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.R.  PA.CC.1.	Use various types of phrases and clauses to convey meaning and add variety and interest.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.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.