

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Pennsylvania Core and Academic Standards
Language Arts
 Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
 .5.

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding.
 E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 E.3.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
 2.5.

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
 A.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
 2.5.

STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
 E.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
 2.5.

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
 F.

SUBJECT / STANDARD AREA	PA.CC.1. 2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.2.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Range of Reading
STANDARD	CC.1.2.5. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students write for 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.1.4.5. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students write for 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.1.4.5. Identify and introduce the topic clearly. B.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students write for 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.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students write for 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. 5.E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students 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.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students 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.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.5. Writing: Students 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.1.4.5.	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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. D.	Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. E.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

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Language Arts
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SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
5.

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
2.5.

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
2.5.

STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
E.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
2.5.

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
2.5.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
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STANDARD CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence.
H.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD	CC.1.2.5. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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STANDARD	CC.1.2.5. K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Range of Reading
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STANDARD	CC.1.2.5. L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
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STANDARD	CC.1.3.5. I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD	CC.1.3.5. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD	CC.1.4.5. A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD CC.1.4.5. Identify and introduce the topic clearly.
B.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
C.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD	CC.1.4.5.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Q.2.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students 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
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. U.

SUBJECT / STANDARD AREA **PA.CC.1.4.5.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Range of Writing
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STANDARD CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. X.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Collaborative Discussion
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STANDARD CC.1.5.5. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD CC.1.5.5. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. 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
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STANDARD CC.1.5.5. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.5. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.
G.

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.5. E.	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Q.2.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Range of Writing
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STANDARD CC.1.4.5.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.1.5.5. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD CC.1.5.5.A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD CC.1.5.5. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
D.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. 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
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STANDARD CC.1.5.5. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
E.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.5. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.
G.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD	CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Theme
STANDARD	CC.1.3.5. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.3.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. E.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.3.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use

STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.5. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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. 5.K.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. K.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. N.	Orient the reader by establishing a situation and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD CC.1.4.5. O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD CC.1.4.5. P. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.5.Q.2.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.5. S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. 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.1.5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT / STANDARD AREA	PA.CC.1.5.5.	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.1.5.5. D.	Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

SUBJECT / STANDARD AREA **PA.CC.1.5. 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
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STANDARD CC.1.5.5. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. E.

SUBJECT / STANDARD AREA **PA.CC.1.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.5. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content. G.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
STANDARD	CC.1.1.5.E. Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding. E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.

SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Theme
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STANDARD CC.1.3.5. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. A.

SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.3.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. E.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.3.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Range of Reading
STANDARD	CC.1.3.5. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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.1.4.5.K.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5. L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Focus
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STANDARD CC.1.4.5. N. Orient the reader by establishing a situation and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD CC.1.4.5. O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD CC.1.4.5. P. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Q.2.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.5. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
S.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Technology and Publication
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
U.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Range of Writing
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STANDARD CC.1.4.5. 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.1.5.5. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD CC.1.5.5. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA PA.CC.1.5.5. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.1.5.5. **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA PA.CC.1.3.5. **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD CC.1.3.5.A. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.3.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. E.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.3.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Range of Reading
STANDARD	CC.1.3.5. Read and comprehend literary fiction on grade level, reading independently and proficiently. K.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for 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
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Focus
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STANDARD CC.1.4.5.N. Orient the reader by establishing a situation and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD CC.1.4.5.O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD	CC.1.4.5. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
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 / STATEMENT	Narrative: Style
STANDARD	CC.1.4.5.Q.2. Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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 / STATEMENT	Narrative: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT	Response to Literature
STANDARD	CC.1.4.5. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
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 / STATEMENT	Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT	Technology and Publication
STANDARD	CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. 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.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Collaborative Discussion
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STANDARD CC.1.5.5. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E.1.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.2.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.

SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT	Range of Reading
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STANDARD	CC.1.2.5.L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
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STANDARD	CC.1.3.5.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD	CC.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD	CC.1.4.5.A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5. 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: Focus
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STANDARD	CC.1.4.5.B. Identify and introduce the topic clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5. 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: Content
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STANDARD	CC.1.4.5.C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5.K.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Narrative: Conventions of Language
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STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Technology and Publication
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STANDARD	CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. U.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD	CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. X.
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SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.5.

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.5. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. A.
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SUBJECT / STANDARD AREA PA.CC.1.5.5. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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SUBJECT / STANDARD AREA PA.CC.1.5.5. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.5. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. D.
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SUBJECT / STANDARD AREA PA.CC.1.5.5. **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
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STANDARD	CC.1.5.5. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. E.
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SUBJECT / STANDARD AREA PA.CC.1.5.5. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD	CC.1.5.5. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content. G.
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA PA.CC.1.1.5. **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD	CC.1.1.5. Read on-level text with purpose and understanding. E.1.
DESCRIPTOR / STANDARD	CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
SUBJECT / STANDARD AREA	PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 2.5.
STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 2.5.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 2.5.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 2.5.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 2.5.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.

SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. Identify and introduce the topic clearly. B.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5.E. Write with an awareness of style.

DESCRIPTOR / STANDARD	CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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
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STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students 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.1.4.5.K. Write with an awareness of style.

DESCRIPTOR / STANDARD	CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. K.2.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students 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
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STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 Q.2.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Technology and Publication
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
 U.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD CC.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 W.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Range of Writing
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STANDARD CC.1.4.5. 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. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

**Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014**

SUBJECT / STANDARD AREA PA.CC.1.1.5. **Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA PA.CC.1.2.5. **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD CC.1.2.5.A. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

SUBJECT / STANDARD AREA PA.CC.1.2.5. **Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD CC.1.2.5.B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. E. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. H. Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.2.5. J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Range of Reading
STANDARD	CC.1.2.5. L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5. C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for 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
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K. Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Narrative: Style
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STANDARD	CC.1.4.5.Q. Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Narrative: Conventions of Language
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STANDARD CC.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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. 5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.5.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD CC.1.5.5. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, D. descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. 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
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STANDARD CC.1.5.5. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. E.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Conventions of Standard English
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STANDARD CC.1.5.5. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content. G.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
STANDARD	CC.1.1.5.E. Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding. E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.2.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Range of Reading
STANDARD	CC.1.2.5. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.

SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Identify and introduce the topic clearly. B.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. D.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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.1.4.5.E.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5.K.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5.Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
T.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
U.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
X.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.5. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.5. A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.5. E.	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. H.	Determine how an author supports particular points in a text through reasons and evidence.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Informative/Explanatory: Organization
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STANDARD CC.1.4.5. Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.5.Q.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Range of Writing
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STANDARD CC.1.4.5. 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. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
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STANDARD CC.1.3.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
B.

SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
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STANDARD CC.1.3.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
F.

SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
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STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.5. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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. 5.K.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. K.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5.	Orient the reader by establishing a situation and introducing a narrator and/or characters. N.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.	O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.	P. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.Q.2.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5.Q.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.	R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.	T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. 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.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Point of View
STANDARD	CC.1.2.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. D.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.5.	Integrate information from several texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD CC.1.4.5. Identify and introduce the topic clearly.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E.1.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
K.2.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.5.Q.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Q.2.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
T.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
U.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Conducting Research
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STANDARD CC.1.4.5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
V.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD CC.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
X.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

**Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014**

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Point of View
STANDARD	CC.1.2.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. D.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.5.	Integrate information from several texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD CC.1.4.5. Identify and introduce the topic clearly.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E.1.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
K.2.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
L.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.5.Q.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Q.2.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
R.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
T.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
U.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Conducting Research
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STANDARD CC.1.4.5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
V.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD CC.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
X.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD CC.1.1.5.E.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Point of View
STANDARD	CC.1.2.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. D.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.5. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. G.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5.	Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.5.	Integrate information from several texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD CC.1.4.5. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Informative/Explanatory: Focus
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STANDARD CC.1.4.5. Identify and introduce the topic clearly.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E.1.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.5.Q.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.5.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Technology and Publication
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STANDARD	CC.1.4.5. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Conducting Research
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STANDARD	CC.1.4.5. V. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.5. W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Range of Writing
----------------------------------	-------------------------

STANDARD	CC.1.4.5. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.5.

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA **PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
3.5.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.5.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
	A.	

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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: Focus
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STANDARD	CC.1.4.5.	Identify and introduce the topic clearly.
	B.	

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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: Content
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STANDARD	CC.1.4.5.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
	C.	

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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
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STANDARD	CC.1.4.5.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
	D.	

SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD	CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Opinion/Argumentative: Style
STANDARD	CC.1.4.5.K. Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. K.2.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Narrative: Style
STANDARD	CC.1.4.5.Q. Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Q.2.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Narrative: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.5. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD	CC.1.4.5. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.5. W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD	CC.1.4.5. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.5.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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: Focus
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STANDARD	CC.1.4.5.	Identify and introduce the topic clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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: Content
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STANDARD	CC.1.4.5.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	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
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STANDARD	CC.1.4.5.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD	CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. F.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Opinion/Argumentative: Style
STANDARD	CC.1.4.5.K. Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. K.2.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. L.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Narrative: Style
STANDARD	CC.1.4.5.Q. Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Q.2.
SUBJECT / STANDARD AREA	PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 4.5.
STANDARD AREA / STATEMENT	Narrative: Conventions of Language
STANDARD	CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. R.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.5. T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students 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
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STANDARD	CC.1.4.5. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.5. W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD	CC.1.4.5. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA **PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD CC.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Focus
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STANDARD CC.1.4.5.N. Orient the reader by establishing a situation and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD	CC.1.4.5. O.	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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. 5.Q.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Q.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. 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.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
STANDARD	CC.1.1.5.E. Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
A.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Point of View
STANDARD	CC.1.2.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. D.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.5. Integrate information from several texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STANDARD	CC.1.2.5. 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. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. B.	Identify and introduce the topic clearly.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5.C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.E.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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.1.4.5.Q.	Write with an awareness of style.

DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Q.2.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.5.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Conducting Research
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STANDARD CC.1.4.5.V. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD CC.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
X.

SUBJECT / STANDARD AREA **PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
B.

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Point of View
STANDARD	CC.1.2.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. D.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5. Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.5.	Integrate information from several texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.

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

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD CC.1.4.5. Identify and introduce the topic clearly.
B.

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

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
C.

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

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E.1.

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 / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

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

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
K.2.

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 / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5.Q.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Q.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students 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.1.4.5. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Conducting Research
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STANDARD CC.1.4.5.V. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD CC.1.4.5.W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SUBJECT / STANDARD AREA **PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD CC.1.4.5.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.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD CC.1.5.5.B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1.5.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

STANDARD AREA / STATEMENT	Fluency
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STANDARD	CC.1.1.5.E.1. Read with accuracy and fluency to support comprehension.
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DESCRIPTOR / STANDARD CC.1.1.5.E.1. Read on-level text with purpose and understanding.

DESCRIPTOR / STANDARD	CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. E.3.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Main Idea
STANDARD	CC.1.2.5. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. A.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. B.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Point of View
STANDARD	CC.1.2.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. D.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Text Structure
STANDARD	CC.1.2.5. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5.	Determine how an author supports particular points in a text through reasons and evidence. H.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.5.	Integrate information from several texts on the same topic to demonstrate understanding of that topic. I.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
STANDARD	CC.1.2.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
SUBJECT / STANDARD AREA	PA.CC.1. 2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD CC.1.4.5. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD CC.1.4.5. Identify and introduce the topic clearly.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD CC.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
C.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.5.E.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E.1.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
F.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD CC.1.4.5.L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.5.Q.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.Q.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
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STANDARD CC.1.4.5.R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Response to Literature
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STANDARD CC.1.4.5.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD CC.1.4.5.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Technology and Publication
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STANDARD	CC.1.4.5. U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Conducting Research
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STANDARD	CC.1.4.5. V. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.5. W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Range of Writing
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STANDARD	CC.1.4.5. X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.5.

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.5. B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
.5.

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.5. E.1.	Read on-level text with purpose and understanding.
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DESCRIPTOR / STANDARD	CC.1.1.5. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD	CC.1.3.5. A.	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.5. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD	CC.1.3.5. E.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.3.5. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.5. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.5. J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SUBJECT / STANDARD AREA	PA.CC.1. 3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.5. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for 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.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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. 5.K.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. K.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Narrative: Focus
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STANDARD CC.1.4.5. Orient the reader by establishing a situation and introducing a narrator and/or characters.
 N.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Narrative: Content
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STANDARD CC.1.4.5. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
 O.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Narrative: Organization
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STANDARD CC.1.4.5. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
 P.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Narrative: Style
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STANDARD	CC.1.4.5.Q. Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 Q.2.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Narrative: Conventions of Language
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STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 R.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT	Response to Literature
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STANDARD	CC.1.4.5.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. 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. 5.5.	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.1.5.5. A.	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.5.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.5. B.	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Pennsylvania Core and Academic Standards
Language Arts
Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
5.

STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD CC.1.1.5. Read on-level text with purpose and understanding.
E.1.

DESCRIPTOR / STANDARD CC.1.1.5. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.3.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
3.5.

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD CC.1.3.5. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
3.5.

STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD CC.1.3.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
B.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
3.5.

STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD CC.1.3.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
E.

SUBJECT / STANDARD AREA **PA.CC.1. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
3.5.

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD CC.1.3.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
F.

SUBJECT / STANDARD AREA PA.CC.1.3.5. **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
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STANDARD CC.1.3.5.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA PA.CC.1.3.5. **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD CC.1.3.5.J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SUBJECT / STANDARD AREA PA.CC.1.3.5. **Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT	Range of Reading
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STANDARD CC.1.3.5.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for 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
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STANDARD CC.1.4.5.F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT	Opinion/Argumentative: Style
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STANDARD	CC.1.4.5.K.	Write with an awareness of style.
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DESCRIPTOR / STANDARD CC.1.4.5.K.2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SUBJECT / STANDARD AREA PA.CC.1.4.5. **Writing: Students 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
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STANDARD	CC.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. N.	Orient the reader by establishing a situation and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. O.	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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. 5.Q.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5. Q.2.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students 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.1.4.5. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT **Response to Literature**

STANDARD CC.1.4.5. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
S.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

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

STANDARD CC.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
T.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT **Technology and Publication**

STANDARD CC.1.4.5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
U.

SUBJECT / STANDARD AREA **PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
4.5.

STANDARD AREA / STATEMENT **Range of Writing**

STANDARD CC.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
X.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.5.

STANDARD AREA / STATEMENT **Comprehension and Collaboration: Collaborative Discussion**

STANDARD CC.1.5.5. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
A.

SUBJECT / STANDARD AREA **PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
5.5.

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

STANDARD	CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT	Craft and Structure: Vocabulary
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STANDARD	CC.1.2.5. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. F.
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SUBJECT / STANDARD AREA	PA.CC.1.2.5. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD	CC.1.2.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
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STANDARD	CC.1.2.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. K.
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SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use: Strategies
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STANDARD	CC.1.3.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. I.
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SUBJECT / STANDARD AREA	PA.CC.1.3.5. Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD	CC.1.3.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. J.
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SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT	Informative/Explanatory
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STANDARD	CC.1.4.5. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A.	
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Identify and introduce the topic clearly. B.	
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. C.	
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students write for 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.1.4.5.E. Write with an awareness of style.	
DESCRIPTOR / STANDARD	CC.1.4.5. Use precise language and domain-specific vocabulary to inform about or explain the topic. E.1.	
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students 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.1.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. T.	
SUBJECT / STANDARD AREA	PA.CC.1.4.5. Writing: Students 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.1.4.5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. X.	
SUBJECT / STANDARD AREA	PA.CC.1.5.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	

STANDARD AREA / STATEMENT	Comprehension and Collaboration: Critical Listening
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STANDARD	CC.1.5.5. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. B.
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