Main Criteria: Structure and Style for Students

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 5

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

		Grade of Adopted, 2014
SUBJECT / STANDARD AREA	PA.CC.1.:	1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
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.	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.	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.
ST ANDARD AREA / ST AT EMENT	4.5.	
AREA /		convey a well-defined perspective and appropriate content.
AREA / STATEMENT	CC.1.4.5. T.	Convey a well-defined perspective and appropriate content. Production and Distribution of Writing: Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
STANDARD SUBJECT / STANDARD	CC.1.4.5. T.	Production and Distribution of Writing: Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD SUBJECT / STANDARD AREA STANDARD AREA	CC.1.4.5. T. PA.CC.1. 4.5.	Production and Distribution of Writing: Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing: Students write for different purposes and audiences. Students write clear and focused text to 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. 5.5.	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.

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

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

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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		Reading Informational Text: 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	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	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		Reading Informational Text: 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.

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.	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		Writing: Students 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		Writing: Students 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 /		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		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.

STANDARD AREA	5.5.	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.
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically,

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA

SUBJECT /

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

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

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

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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		Writing: Students 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		Writing: Students 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		Writing: Students 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		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.

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

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

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

ST ANDARD AREA / ST AT EMENT		Fluency
	CC.1.1.5 .E.	Read with accuracy and fluency to support comprehension.

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

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
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. 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. 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. E.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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. 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. 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.
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 /		Opinion/Argumentative: Conventions of Language
STATEMENT		
STANDARD	CC.1.4.5. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	L.	
STANDARD SUBJECT / STANDARD	L. PA.CC.1.	punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to

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

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

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.5. 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.
ST ANDARD AREA / ST AT EMENT		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.

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PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, 5.5. 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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA

STANDARD

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

AREA		
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5	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. 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. 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.

Key Ideas and Details: Text Analysis

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.
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. E.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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. 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. 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.
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.
ST ANDARD AREA / ST AT EMENT		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.
ST ANDARD AREA / ST AT EMENT		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. 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		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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Denneylyania Care and Academia Standards
		Pennsylvania Core and Academic Standards Language Arts
		Grade 5 - Adopted: 2014
SUBJECT / STANDARD AREA		1 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. 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.

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.

focus on textual evidence.

Key Ideas and Details: Theme

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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		Key Ideas and Details: Text Analysis
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.
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. E.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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. 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. 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.
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
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		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.

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

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.
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.
		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 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	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		Key Ideas and Details: Text Analysis
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.
ST ANDARD AREA / ST AT EMENT		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.	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		Writing: Students 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		Writing: Students 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.
	s.Q.	

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

STANDARD Q.2.

SUBJECT / STANDARD AREA	4.5.	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		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

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

SUBJECT /

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.
		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 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and .5. 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		Key Ideas and Details: Text Analysis
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.	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
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: 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		Credibility, Reliability, and Validity of Sources

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

or paraphrase information in notes and finished work, and provide a list of sources.

CC.1.4.5. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

AREA / STATEMENT

STANDARD

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

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

SUBJECT	I
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AREA	

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

AREA		
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	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. Reading Informational Text: 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.

AREA / STATEMENT

STANDARD

CC.1.2.5. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

В.

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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level
	K.	reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA		Reading Informational Text: 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	PA.CC.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
STANDARD AREA 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		Vocabulary Acquisition and Use: Strategies
AREA / STATEMENT		
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.
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.
AREA		
ST ANDARD AREA / ST AT EMENT		Informative/Explanatory: Focus
ST ANDARD AREA /	CC.1.4.5. B.	Informative/Explanatory: Focus Identify and introduce the topic clearly.
ST ANDARD AREA / ST AT EMENT	B.	
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	B. PA.CC.1.	Identify and introduce the topic clearly. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA	PA.CC.1. 4.5.	Identify and introduce the topic clearly. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	B. PA.CC.1. 4.5. CC.1.4.5. C.	Identify and introduce the topic clearly. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Content Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	B. PA.CC.1. 4.5. CC.1.4.5. C. PA.CC.1.	Identify and introduce the topic clearly. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Content 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. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA / STANDARD SUBJECT / STANDARD AREA STANDARD AREA /	B. PA.CC.1. 4.5. CC.1.4.5. C. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Content 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. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

SUBJECT /
STANDARD
AREA

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. 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: 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		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 /	DA CC 1	White Charles with the different common and audience Charles with allowed to and the said to the
STANDARD AREA	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		
STANDARD AREA STANDARD AREA /	4.5.	convey a well-defined perspective and appropriate content.
STANDARD AREA STANDARD AREA / STATEMENT	CC.1.4.5. X.	Convey a well-defined perspective and appropriate content. Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD AREA / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	CC.1.4.5. X.	Convey a well-defined perspective and appropriate content. Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically,
STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA	CC.1.4.5. X. PA.CC.1.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA / STANDARD	CC.1.4.5. X. PA.CC.1. 5.5. CC.1.5.5.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Collaborative Discussion Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas
STANDARD AREA / STANDARD STANDARD STANDARD SUBJECT / STANDARD AREA / STANDARD AREA / STANDARD STANDARD STANDARD STANDARD STANDARD	CC.1.4.5. X. PA.CC.1. 5.5. CC.1.5.5. A.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Collaborative Discussion Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically,

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 /		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STATEMENT		
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.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		Pennsylvania Core and Academic Standards Language Arts Grade 5 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. .5.	1 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	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.	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: Organization
STANDARD	CC.1.4.5. D.	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
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		Writing: Students 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		Writing: Students 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.
	s.Q.	

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

STANDARD Q.2.

STANDARD AREA	4.5.	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.
ST AND ARD AREA / ST AT EMENT		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: 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.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

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

Pennsylvania Core and Academic Standards

Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD AREA

SUBJECT /

PA.CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and .5. 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	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	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	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	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	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.	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: Organization
STANDARD	CC.1.4.5. D.	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
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.
	E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD SUBJECT / STANDARD	E.1. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA	PA.CC.1. 4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	E.1. PA.CC.1. 4.5. CC.1.4.5. F.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
SUBJECT / STANDARD AREA / STATEMENT STANDARD STANDARD SUBJECT / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA / STATEMENT STANDARD STANDARD STANDARD SUBJECT / STANDARD AREA STANDARD AREA	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

STANDARD

K.2.

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		Writing: Students 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		Writing: Students 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		Writing: Students 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. 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.

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

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

SUBJECT / STANDARD

STANDARD

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

STANDARD AREA	.5.	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		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. 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. 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. 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. 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.

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.
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
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	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.
AREA		and appropriate contents
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD AREA /	CC.1.4. 5.Q.	
ST ANDARD AREA / ST AT EMENT	5.Q.	Narrative: Style
ST ANDARD AREA / ST AT EMENT ST ANDARD DESCRIPTOR /	5.Q. CC.1.4.5. Q.2.	Narrative: Style Write with an awareness of style.
ST ANDARD AREA / ST AT EMENT ST ANDARD DESCRIPTOR / STANDARD SUBJECT / ST ANDARD	5.Q. CC.1.4.5. Q.2. PA.CC.1.	Narrative: Style Write with an awareness of style. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD	5.Q. CC.1.4.5. Q.2. PA.CC.1. 4.5.	Narrative: Style Write with an awareness of style. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST ATEMENT ST ANDARD DESCRIPTOR / STANDARD SUBJECT / ST ANDARD AREA ST ANDARD AREA / ST ANDARD AREA / ST ATEMENT	5.Q. CC.1.4.5. Q.2. PA.CC.1. 4.5. CC.1.4.5. R.	Narrative: Style Write with an awareness of style. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD STANDARD STANDARD STANDARD	5.Q. CC.1.4.5. Q.2. PA.CC.1. 4.5. CC.1.4.5. R.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to

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: 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.
		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 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	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 /		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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. Key Ideas and Details: Main Idea Key Ideas and Details: Main Idea

STATEMENT

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
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: Point of View
STANDARD	CC.1.2.5. D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
STANDARD SUBJECT / STANDARD AREA	E.	
SUBJECT / STANDARD	E. PA.CC.1.	problem/solution). Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
SUBJECT / STANDARD AREA 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 2.5. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of
SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
SUBJECT / STANDARD AREA / STANDARD STANDARD SUBJECT / STANDARD AREA / STANDARD AREA /	E. PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: 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.
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.	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.	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. 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.
	E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD SUBJECT / STANDARD	E.1. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	E.1. PA.CC.1. 4.5. CC.1.4.5. F.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
SUBJECT / STANDARD AREA / STATEMENT STANDARD STATEMENT SUBJECT / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT SUBJECT / STANDARD SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA STANDARD AREA STANDARD AREA / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. 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. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Style Write with an awareness of style.

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		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
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		Writing: Students 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: 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.
		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.1.2	1 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.

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.

Key Ideas and Details: Main Idea

SUBJECT / STANDARD AREA

STANDARD AREA / STATEMENT

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
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: Point of View
STANDARD	CC.1.2.5. D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
STANDARD SUBJECT / STANDARD AREA	E.	
SUBJECT / STANDARD	E. PA.CC.1.	problem/solution). Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
SUBJECT / STANDARD AREA 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 2.5. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of
SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
SUBJECT / STANDARD AREA / STANDARD STANDARD SUBJECT / STANDARD AREA / STANDARD AREA /	E. PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: 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.
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.	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.	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
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.
	E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD SUBJECT / STANDARD	E.1. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	E.1. PA.CC.1. 4.5. CC.1.4.5. F.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
SUBJECT / STANDARD AREA / STATEMENT STANDARD STATEMENT SUBJECT / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT SUBJECT / STANDARD SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA STANDARD AREA STANDARD AREA / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. 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. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Style Write with an awareness of style.

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		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
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		Writing: Students 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		Writing: Students 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: 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.
		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.	I 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.

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.

Key Ideas and Details: Main Idea

SUBJECT / STANDARD AREA

STANDARD AREA / STATEMENT

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
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: Point of View
STANDARD	CC.1.2.5. D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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
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STANDARD	CC.1.2.5. E.	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
	E.	
STANDARD SUBJECT / STANDARD	E. PA.CC.1.	problem/solution). Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
STANDARD SUBJECT / STANDARD AREA STANDARD AREA /	PA.CC.1. 2.5.	Problem/solution). Reading Informational Text: 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 2.5. CC.1.2.5.	Problem/solution). Reading Informational Text: 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of
STANDARD SUBJECT / STANDARD AREA STANDARD AREA/ STATEMENT STANDARD SUBJECT / STANDARD	E. PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
STANDARD SUBJECT / STANDARD AREA STANDARD AREA/ STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA/	E. PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: 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		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.
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
ST ANDARD AREA /	CC.1.2.5. L.	
STANDARD AREA / STATEMENT	L.	Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	L. PA.CC.1.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD	PA.CC.1. 3.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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 STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 3.5. CC.1.3.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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. Vocabulary Acquisition and Use: Strategies Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD STANDARD STANDARD STANDARD	PA.CC.1. 3.5. CC.1.3.5. I. PA.CC.1.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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. Vocabulary Acquisition and Use: Strategies 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. 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

SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.5. 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		
STANDARD AREA STANDARD AREA /		convey a well-defined perspective and appropriate content.
STANDARD AREA STANDARD AREA / STATEMENT	4.5. CC.1.4. 5.E.	Informative/Explanatory: Style
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR /	CC.1.4. 5.E. CC.1.4.5. E.1.	Informative/Explanatory: Style Write with an awareness of style.
STANDARD AREA / STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD	CC.1.4. 5.E. CC.1.4.5. E.1.	Informative/Explanatory: Style Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA /	CC.1.4. 5.E. CC.1.4.5. E.1. PA.CC.1. 4.5.	Informative/Explanatory: Style Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD	CC.1.4.5. E.1. PA.CC.1. 4.5. CC.1.4.5. F.	Informative/Explanatory: Style Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,

STANDARD	CC.1.4.	Write with an awareness of style
STANDARD	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: 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. Writing: Students 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
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
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: 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.

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

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.

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: Organization
STANDARD	CC.1.4.5. D.	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
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.
ST ANDARD AREA / ST AT EMENT		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		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.

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

STANDARD AREA / STATEMENT		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: 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.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

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

comprehension, vocabulary acquisition, and making connections among ideas and b 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: Organization
STANDARD	CC.1.4.5. D.	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
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.
ST ANDARD AREA / ST AT EMENT		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		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.

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

STANDARD AREA / STATEMENT		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: 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.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

Pennsylvania Core and Academic Standards Language Arts

Grade 5 - Adopted: 2014

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.

STATEMENT CC.1.35. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those mar signal contrast, addition, and other logical relationships. SUBJECT / STANDARD	STANDARD	Vocabulary Acquisition and Use
SUBJECT / STANDARD AREA / STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD AREA / STANDARD AREA / STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, purchasion, and spelling. SUBJECT / STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, purchasion, and spelling. SUBJECT / STANDARD AREA / Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD CC.1.4.5. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD CC.1.4.5. Convey a well-defined perspective and appropriate content. STANDARD CC.1.4.5. Demonstrate a grade-appropriate content. STANDARD CC.1.4.5. Demonstrate a grade-appropriate content. STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, purchasion, and spelling. STANDARD CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, purchasion, and spelling. STANDARD ASEA CC.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 ASEA CC.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 ASEA Natrative: Focus STANDARD ASEA Natrative: Content hereafer by establishing a situation and introducing a narrator and/or characters. Natrative: Content hereafer by establishing a situation and introducing a narrator and/or characters.	AREA /	Vocabulary Acquisition and Ose
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STANDARD AREA 4.5. convey a well-defined perspective and appropriate content. STANDARD AREA 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. SUBJECT / STANDARD A.5. PA.CC.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 Narrative: Focus STANDARD CC.1.4.5. Orient the reader by establishing a situation and introducing a narrator and/or characters. SUBJECT / STANDARD PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD A.5. CC.1.4.5. Convey a well-defined perspective and appropriate content. STANDARD PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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SUBJECT / PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD AREA / Narrative: Content	AREA /	Narrative: Focus
STANDARD 4.5. convey a well-defined perspective and appropriate content. STANDARD AREA / Narrative: Content	STANDARD	Orient the reader by establishing a situation and introducing a narrator and/or characters.
AREA /	STANDARD	
	AREA /	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. 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.

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

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.
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.
		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 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and .5. 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.	
CUR IFOT /	DA 00 1	Deading Informational Tayle Ctudents used understand and reasoned to informational tayle with an	

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 2.5. 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: Point of View
STANDARD	CC.1.2.5. D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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		Craft and Structure: Vocabulary
AREA / STATEMENT		
	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.
STATEMENT	F.	
STATEMENT STANDARD SUBJECT / STANDARD	F. PA.CC.1.	figurative language. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
STATEMENT STANDARD SUBJECT / STANDARD AREA 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.
STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD AREA / STATEMENT	PA.CC.1. 2.5. CC.1.2.5. H.	Reading Informational Text: 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. Integration of Knowledge and Ideas: Evaluating Arguments
STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	F. PA.CC.1. 2.5. CC.1.2.5. H. 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. Integration of Knowledge and Ideas: Evaluating Arguments Determine how an author supports particular points in a text through reasons and evidence. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
STATEMENT STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA / STANDARD AREA / STANDARD AREA /	PA.CC.1. 2.5. CC.1.2.5. H. 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. Integration of Knowledge and Ideas: Evaluating Arguments Determine how an author supports particular points in a text through reasons and evidence. Reading Informational Text: 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.	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
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 CC.1.4.5. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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

AREA

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

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

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.

Key Ideas and Details: Main Idea

SUBJECT / STANDARD AREA

STANDARD AREA / STATEMENT

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
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: Point of View
STANDARD	CC.1.2.5. D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
STANDARD SUBJECT / STANDARD AREA	E.	
SUBJECT / STANDARD	E. PA.CC.1.	problem/solution). Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
SUBJECT / STANDARD AREA 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 2.5. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of
SUBJECT / STANDARD AREA / STATEMENT STANDARD STANDARD SUBJECT / STANDARD	PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between
SUBJECT / STANDARD AREA / STANDARD STANDARD SUBJECT / STANDARD AREA / STANDARD AREA /	E. PA.CC.1. 2.5. CC.1.2.5. F. 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. Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. Reading Informational Text: 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.
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.	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.	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. 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.
	E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD SUBJECT / STANDARD	E.1. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA 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.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	E.1. PA.CC.1. 4.5. CC.1.4.5. F.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,
SUBJECT / STANDARD AREA / STATEMENT STANDARD STATEMENT SUBJECT / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to
SUBJECT / STANDARD AREA / STATEMENT STANDARD STANDARD STANDARD SUBJECT / STANDARD AREA STANDARD AREA	E.1. PA.CC.1. 4.5. CC.1.4.5. F. PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT SUBJECT / STANDARD SUBJECT / STANDARD AREA STANDARD AREA STANDARD AREA STANDARD AREA / STANDARD	E.1. PA.CC.1. 4.5. CC.1.4.5. F. 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. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Style Write with an awareness of style.

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.
ST ANDARD AREA / ST AT EMENT		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.
ST ANDARD AREA / ST AT EMENT		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.
ST ANDARD AREA / ST AT EMENT		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
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
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.	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. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, 5.5. 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.

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 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and .5. other basic conventions.

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

 ${\tt DESCRIPTOR\,/\quad CC.1.1.5.\quad Read\ on-level\ text\ with\ purpose\ and\ understanding.}$

STANDARD E.1.

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		Key Ideas and Details: Text Analysis
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: Point of View
STANDARD	CC.1.2.5. D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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		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.
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
ST ANDARD AREA /	CC.1.2.5. L.	
STANDARD AREA / STATEMENT	L.	Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD	L. PA.CC.1.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA STANDARD	PA.CC.1. 3.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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 STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 3.5. CC.1.3.5.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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. Vocabulary Acquisition and Use: Strategies Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level
STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD STANDARD STANDARD STANDARD	PA.CC.1. 3.5. CC.1.3.5. I. PA.CC.1.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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. Vocabulary Acquisition and Use: Strategies 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. 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

SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.5. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.5. B.	Identify and introduce the topic clearly.
SUBJECT / STANDARD AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.5. 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		
STANDARD AREA STANDARD AREA /		convey a well-defined perspective and appropriate content.
ST ANDARD AREA ST ANDARD AREA / ST AT EMENT	4.5. CC.1.4. 5.E.	convey a well-defined perspective and appropriate content. Informative/Explanatory: Style
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR /	CC.1.4. 5.E. CC.1.4.5. E.1.	Informative/Explanatory: Style Write with an awareness of style.
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD	CC.1.4. 5.E. CC.1.4.5. E.1.	Informative/Explanatory: Style Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA	CC.1.4. 5.E. CC.1.4.5. E.1. PA.CC.1. 4.5.	Informative/Explanatory: Style Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD	CC.1.4.5. E.1. PA.CC.1. 4.5. CC.1.4.5. F.	Informative/Explanatory: Style Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,

STANDARD	CC.1.4.	Write with an awareness of style
STANDARD	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 / ST ANDARD 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: 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. Writing: Students 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
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
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: 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.

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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 .5. 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	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. 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	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. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA	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. E.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
SUBJECT / STANDARD AREA	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. F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
SUBJECT / STANDARD AREA	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		Vocabulary Acquisition and Use: Strategies
AREA / STATEMENT		
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.
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
31 AT EMENT		
STANDARD	CC.1.4.5. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	F.	
STANDARD SUBJECT / STANDARD	F. PA.CC.1.	punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD SUBJECT / STANDARD AREA STANDARD AREA /	F. PA.CC.1.	punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	PA.CC.1. 4.5.	punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Style
STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT STANDARD	PA.CC.1. 4.5. CC.1.4. 5.K. CC.1.4.5. K.2.	writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Style Write with an awareness of style.
STANDARD SUBJECT / STANDARD AREA / STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD	F. PA.CC.1. 4.5. CC.1.4. 5.K. CC.1.4.5. K.2.	writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Style Write with an awareness of style. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Writing: Students write for different purposes and audiences. Students write clear and focused text to

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		Writing: Students 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		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	I
STANDAR	D
AREA	

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

AREA		
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. 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. 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. B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
SUBJECT / STANDARD AREA		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. E.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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. 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. 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.
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
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		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		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, incl visually, quantitatively, and orally.
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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 bet 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 bet 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 an 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. 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 wi 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.
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 wi 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 ar 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 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.
STANDARD DESCRIPTOR / STANDARD	5.E.	Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR /	5.E. CC.1.4.5. E.1.	
DESCRIPTOR / STANDARD SUBJECT / STANDARD	5.E. CC.1.4.5. E.1.	. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to
DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA /	5.E. CC.1.4.5. E.1. PA.CC.1. 4.5.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT	5.E. CC.1.4.5. E.1. PA.CC.1. 4.5. CC.1.4.5. T.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing: Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
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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 B. visually, quantitatively, and orally.