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

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 7

Structure and Style for Students

| UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18 |
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Pennsylvania Core and Academic Standards Language Arts

| | | Grade 7 - Adopted: 2014 |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text, provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |

| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
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| STANDARD | CC.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Range of Writing |
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| STANDARD STANDARD AREA I STATEMENT Comprehension and Collaboration: Collaborative Discussion CC1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Evaluating Information STANDARD AREA I STATEMENT CC1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD AREA I STANDARD CC1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / 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 CC1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | | |
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| STANDARD CC1.5.7. Adapt speech to a variety of contexts and tasks. E SUBJECT / STANDARD STANDARD STANDARD CC1.5.7. Adapt speech to a variety of contexts and tasks. E SUBJECT / STANDARD STANDARD CC1.5.7. Adapt speech to a variety of contexts and tasks. E SUBJECT / STANDARD STANDARD CC1.5.7. Adapt speech to a variety of contexts and tasks. E SUBJECT / STANDARD STANDARD CC1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. STANDARD CC1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | STANDARD | |
| STANDARD CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others ideas and expressing their own clearly. SUBJECT / SPACC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD STANDARD CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. STANDARD C. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD C. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD C. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD C. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD C. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | SUBJECT / STANDARD AREA | |
| A others' ideas and expressing their own clearly. PACC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD AREA STANDARD CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarity a topic, text, or issue under study. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD REA Presentation of Knowledge and Ideas: Purpose, Audience, and Task AREA STANDARD CC.1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact adequate volume, and clear pronunciation. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas: Context STANDARD CC.1.5.7. Adapt speech to a variety of contexts and tasks. PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5.7. Adapt speech to a variety of contexts and tasks. CC.1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD AREA / STANDARD AREA / STANDARD AREA / STANDARD CC. 1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SUBJECT / STANDARD PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. AREA STANDARD CC.1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / STANDARD AREA / STANDARD 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 CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / STANDARD 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 CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / STANDARD AREA / STANDARD AREA / STANDARD CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD STANDARD AREA / STANDARD C.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Conventions of Standard English Conventions of Standard English Conventions of Standard English when speaking based on Grade 7 level and content. | STANDARD | |
| STANDARD CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SUBJECT / C. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD AREA / STATEMENT STANDARD CC.1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / STANDARD STANDARD STANDARD STANDARD Presentation of Knowledge and Ideas: Context Presentation of Knowledge and Ideas: Context Presentation of Knowledge and Ideas: Context STANDARD CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / STANDARD STANDARD STANDARD STANDARD STANDARD CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / STANDARD ST | SUBJECT / STANDARD AREA | |
| C. orally) and explain how the ideas clarify a topic, text, or issue under study. SUBJECT / STANDARD AREA / 5.7. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas: Purpose, Audience, and Task STANDARD C.1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / STANDARD S.7. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas: Context STANDARD C.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. E. SUBJECT / STANDARD PACC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. STANDARD STANDARD Conventions of Standard English Conventions of Standard English STANDARD CC.1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | AREA / | Comprehension and Collaboration: Evaluating Information |
| STANDARD AREA 5.7. and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas: Purpose, Audience, and Task STATEMENT CC.1.5.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / STANDARD AREA STANDARD AREA Presentation of Knowledge and Ideas: Context STANDARD AREA STANDARD CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / 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 CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / 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 STANDARD AREA STANDARD COnventions of Standard English CC.1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | STANDARD | |
| AREA / STANDARD CC.15.7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD STANDARD CC.15.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / STANDARD 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 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 STANDARD AREA / STANDARD AREA / STANDARD AREA / STANDARD STANDARD CONVentions of Standard English CONVENTIONS OF STANDARD CC.1. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | SUBJECT / STANDARD AREA | |
| D. facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SUBJECT / STANDARD AREA | AREA / | Presentation of Knowledge and Ideas: Purpose, Audience, and Task |
| STANDARD AREA 5.7. and respond intelligently as individuals or in group discussions. STANDARD AREA / STATEMENT STANDARD CC.1.5.7. Adapt speech to a variety of contexts and tasks. E. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD AREA Conventions of Standard English STANDARD CC.1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | STANDARD | |
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| | AREA / | Conventions of Standard English |
| | STANDARD | Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. |

UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Range of Reading |
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| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |

| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.7. U. | . Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. D. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |

Presentation of Knowledge and Ideas: Context

STANDARD AREA / STATEMENT

| STANDARD | CC.1.5.7. E. | Adapt speech to a variety of contexts and tasks. |
|---------------------------------|------------------|---|
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. |
| | | UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.7. A. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.7. C. | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.7. D. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.7. E. | Analyze how the structure or form of a text contributes to its meaning. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.7. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. N. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Narrative: Style |
| STANDARD AREA / | CC.1.4. 7.Q. | Narrative: Style Write with an awareness of the stylistic aspects of writing. |
| STANDARD AREA / STATEMENT | | Write with an awareness of the stylistic aspects of writing. |
| STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / | 7.Q. CC.1.4.7. Q.1. | Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and |
| STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD | 7.Q. CC.1.4.7. Q.1. CC.1.4.7. Q.3. | Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD | 7.Q. CC.1.4.7. Q.1. CC.1.4.7. Q.3. | Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use precise language. |
| STANDARD AREA / STATEMENT STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | 7.Q. CC.1.4.7. Q.1. CC.1.4.7. Q.3. CC.1.4.7. Q.4. | Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use precise language. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Response to Literature |
| STANDARD | CC.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| ST AND ARD AREA / ST AT EMENT | | Comprehension and Collaboration: Evaluating Information |

| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. D. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. E. | Adapt speech to a variety of contexts and tasks. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. G. | Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. |
| | | UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52 |
| | | |
| | | Pennsylvania Core and Academic Standards |

Pennsylvania Core and Academic Standards Language Arts

Grade 7 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.7. A. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.7. C. | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.7. D. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.7. E. | Analyze how the structure or form of a text contributes to its meaning. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.7. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. N. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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. 7.Q. | Write with an awareness of the stylistic aspects of writing. |
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| DESCRIPTOR / STANDARD | CC.1.4.7. Q.1. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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| DESCRIPTOR / STANDARD | CC.1.4.7. Q.3. | Use precise language. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.4. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |

E. the text.

| ST ANDARD AREA | 2.7. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | | Reading Literature Students read and respond to works of literature—with an emphasis on |
| | 0 | comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | |
| AREA / | | focus on textual evidence. |
| AREA / STATEMENT | CC.1.3.7.I | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level |
| AREA / STATEMENT STANDARD | CC.1.3.7.I | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| STANDARD SUBJECT / STANDARD | CC.1.3.7.I | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Writing: Students write for different purposes and audiences. Students write clear and focused text to |

PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an

SUBJECT /

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | . Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| AREA | | |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| ST ANDARD AREA / | CC.1.4.7. L. | |

| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
|---------------------------------|------------------|---|
| STANDARD | CC.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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 |

| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. D. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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.1.5.7. E. | Adapt speech to a variety of contexts and tasks. |

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 | Conventions of Standard English |
|---------------------------------|---|
| STANDARD | C.1.5.7. Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. |

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

Pennsylvania Core and Academic Standards Language Arts

Grade 7 - Adopted: 2014

SUBJECT / **STANDARD AREA**

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

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
|---------------------------------|------------------|--|
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
|---------------------------------|-------------------|---|
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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 |

| SUBJECT / STANDARD AREA | |
|--|---|
| STANDARD AREA ST | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| AREA / STANDARD 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. |
| SUBJECT / STANDARD AREA / STANDARD AREA / STANDARD AREA / STANDARD AREA / STANDARD CC.1.5.7. A. SUBJECT / STANDARD AREA / CC.1.5.7. A. CC.1. SI STANDARD AREA / CC.1.5.7. A. CC.1. SI STANDARD AREA / CC.1. SI STANDARD AREA / CC.1. SI STANDARD AREA / CC.1. SI SI ANDARD AREA / CC.1. SI | Credibility, Reliability, and Validity of Sources |
| STANDARD 4.7. COAREA STANDARD 4.7. COAREA STANDARD CC.1.4.7. W X. S SUBJECT I PA.CC.1. SI STANDARD AREA I STANDARD CC.1.5.7. ai STANDARD CC.1.5.7. E A. OO SUBJECT I PA.CC.1. SI STANDARD CC.1.5.7. E A. OO SUBJECT I PA.CC.1. SI STANDARD AREA I STANDARD CC.1.5.7. E A. OO | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| AREA / STANDARD STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STANDARD STANDARD AREA / CC.1.4.7. V X. S PA.CC.1. S O SUBJECT / STANDARD AREA / CC.1.5.7. E A. O CC.1.5.7. E CO.1.5.7. E CO.1.5. | 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 CC.1.5.7. A. CSUBJECT / STANDARD AREA / STANDARD PA.CC.1. SI STANDARD AREA / STANDARD AREA / CSTANDARD AREA | Range of Writing |
| STANDARD 5.7. ai STANDARD AREA / STATEMENT STANDARD CC.1.5.7. E A. 0 SUBJECT / STANDARD F1.7. ai STANDARD AREA / STANDARD AREA / CO.1.5.7. E A. 0 CO.1.5. | 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. |
| AREA / STATEMENT STANDARD CC.1.5.7. E A. 0 SUBJECT / STANDARD PA.CC.1. S 5.7. ai AREA STANDARD AREA C | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| SUBJECT / PA.CC.1. Space STANDARD STANDARD AREA COMMENT OF THE PA.CC.1. Space STANDARD AREA / COMMENT OF THE PA.CC | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD 5.7. ai AREA STANDARD AREA / | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| AREA / | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| | Comprehension and Collaboration: Evaluating Information |
| | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80 |

Pennsylvania Core and Academic Standards Language Arts

Grade 7 - Adopted: 2014

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |

STANDARD CC.1.2.7. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an A. objective summary of the text.

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |

| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
|---------------------------------|-------------------|--|
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
|---------------------------------|------------------|--|
| STANDARD | CC.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

| SUBJECT / |
|-----------------|
| STANDARD |
| AREA |

PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to 4.7. convey a well-defined perspective and appropriate content.

| STANDARD AREA / STATEMENT | | Credibility, Reliability, and Validity of Sources |
|------------------------------------|------------------|---|
| STANDARD | CC.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| ST ANDARD AREA / ST AT EMENT | | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD | CC.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92 |

Pennsylvania Core and Academic Standards

Language Arts
Grade 7 - Adopted: 2014

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

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
|---------------------------------|-----------|--|
| STANDARD | CC.1.2.7. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences. |

B. conclusions, and/or generalizations drawn from the text.

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

| SUBJECT / ST ANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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CC.1.4.7. Develop and maintain a consistent voice.

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts |
| | | Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betweetexts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betweets with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betweets with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betw texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |

| STANDARD | CC.1.2.7. K. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |

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

| STANDARD AREA / STATEMENT | | Informative/Explanatory: Organization |
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| STANDARD | CC.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / | | Informative/Explanatory: Conventions of Language |
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| STATEMENT | CC.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
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| 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 / | PA.CC.1. 4.7. | 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. 4.7. CC.1.4.7. | 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: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | PA.CC.1. 4.7. CC.1.4.7. L. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
| STANDARD | CC.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| ST AND ARD AREA / ST AT EMENT | | Comprehension and Collaboration: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |

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

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texts with focus on textual evidence.

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
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| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.7.I | Analyze how two or more authors present and interpret facts on the same topic. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD | | Reading 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 / | 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA STANDARD AREA / STATEMENT | CC.1.2.7. J. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| STANDARD AREA STANDARD AREA I STATEMENT STANDARD | CC.1.2.7. J. CC.1.2.7. K. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level |
| STANDARD AREA STANDARD AREA / STATEMENT STANDARD STANDARD SUBJECT / STANDARD | CC.1.2.7. J. CC.1.2.7. K. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 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 Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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 AREA STANDARD AREA STANDARD CC.1.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD AREA STANDARD CC.1.4.7. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing STANDARD CC.1.4.7. 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 STANDARD STANDARD CC.1. 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 STANDARD CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | | |
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| STANDARD AREA / STATEMENT CC.1.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility, and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD AREA / A.7. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing STANDARD AREA / STANDARD CC.1.4.7. 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 STANDARD AREA / STANDARD AREA / STANDARD CC.1.5.7. Engage effectively in a range of collaboration: Collaborative Discussion STANDARD AREA / STANDARD AREA | STANDARD | |
| STANDARD STANDARD CC.1.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD AREA 4.7. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD STANDARD CC.1.4.7. 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 / STANDARD AREA / STANDARD AREA / STANDARD AREA / Comprehension and Collaboration: Collaborative Discussions. STANDARD CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. STANDARD PACC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, others' ideas and expressing their own clearly. STANDARD AREA / STANDARD AREA / CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. STANDARD AREA / Comprehension and Collaboration: Evaluating Information STANDARD AREA / Comprehension and Collaboration: Evaluating Information STANDARD AREA / Comprehension and Collaboration: Evaluating Information | SUBJECT / STANDARD AREA | |
| SUBJECT / STANDARD AREA / STANDARD STANDARD AREA / STANDARD AR | AREA / | Credibility, Reliability, and Validity of Sources |
| AREA STANDARD AREA STANDARD AREA STANDARD AREA STANDARD STANDARD CC.1.4.7. 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 STANDARD AREA STANDARD AREA STANDARD CC.1.5.7. Engage effectively in a range of collaborative Discussions. CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD CC.1.5.7. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5.7. Comprehension and Collaboration: Evaluating Information CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | STANDARD | credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding |
| STANDARD STANDARD AREA / STAND | SUBJECT / STANDARD AREA | · |
| X. single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SUBJECT / STANDARD AREA / STATEMENT PA.CC.1. 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 CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. 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 / STANDARD CC.1. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | AREA / | Range of Writing |
| STANDARD AREA STANDARD AREA / STATEMENT CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. SUBJECT / STANDARD AREA STANDARD CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | STANDARD | |
| STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD AREA / S | SUBJECT / STANDARD AREA | |
| A. others' ideas and expressing their own clearly. 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. Comprehension and Collaboration: Evaluating Information CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | AREA / | Comprehension and Collaboration: Collaborative Discussion |
| STANDARD AREA STANDARD AREA / STATEMENT Comprehension and Collaboration: Evaluating Information CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | STANDARD | |
| STANDARD CC.1.5.7. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | SUBJECT / STANDARD AREA | |
| C. orally) and explain how the ideas clarify a topic, text, or issue under study. | AREA / | Comprehension and Collaboration: Evaluating Information |
| UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134 | STANDARD | |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134 |

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA

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

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
|---------------------------------|-----------|---|
| STANDARD | CC.1.2.7. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an |

objective summary of the text. Α.

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.7.I | Analyze how two or more authors present and interpret facts on the same topic. |
| SUBJECT / ST ANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |

| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
|---------------------------------|-------------------|---|
| SUBJECT / STANDARD AREA | 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140 |

Grade 7 - Adopted: 2014

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

| STANDARD AREA / STATEMENT | Key Ideas and Details: Main Idea |
|---------------------------------|----------------------------------|
|---------------------------------|----------------------------------|

| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.7.I | Analyze how two or more authors present and interpret facts on the same topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
|---------------------------------|------------------|--|
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
|---------------------------------|-------------------|--|
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Technology and Publication |
| STANDARD | CC.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | 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 | | Range of Writing |
| STANDARD | CC.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |

UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

Grade 7 - Adopted: 2014

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

| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
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| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

| STANDARD AREA / STATEMENT | | Conducting Research |
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| STANDARD | CC.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 7: INVENTIVE WRITING Week 14 Page 149-154 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | 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 |
| ST ANDARD AREA / ST AT EMENT | | mormative/Explanatory. Conventions of Early dage |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | 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 | | Credibility, Reliability, and Validity of Sources |

| STANDARD | CC.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 7: INVENTIVE WRITING Week 15 Page 155-163 |
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| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.7. C. | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.7. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |

D.

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.7. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. N. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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. 7.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.1. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.3. | Use precise language. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.4. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |

CC.1.2.7. Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences,

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

conclusions, and/or generalizations drawn from the text.

texts with focus on textual evidence.

Craft and Structure: Text Structure

STANDARD

SUBJECT /

STANDARD

STANDARD

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| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.7.I | Analyze how two or more authors present and interpret facts on the same topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |

| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186 |

Grade 7 - Adopted: 2014

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

| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
|---------------------------------|-----------|---|
| STANDARD | CC.1.2.7. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an |

A. Objective summary of the text.

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC.1.2.7.I | Analyze how two or more authors present and interpret facts on the same topic. |
| SUBJECT / ST ANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |

| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Style |
| STANDARD | CC.1.4. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |

PA.CC.1. 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

4.7.

| STANDARD AREA / STATEMENT CC.1.47. Win some guidance and support tion peers and adults, develop and sirenghen weiting as needed by planning, revising, editing, rewriting, or bying a new approach, focusing on how well purpose and audience have been addressed. STANDARD AREA / 4.7. Conveys well-defined perspective and appropriate content. STANDARD CC.1.47. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and climp sources. STANDARD CC.1.47. Use technology will be internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and climp sources. STANDARD PA.C.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 CC.1.47. Conduct short research projects to answer a question, drawing on several sources and generating additional related, to convey a well-defined perspective and investigation. SUBJECT / STATEMENT STANDARD CC.1.47. Conduct short research projects to answer a question, drawing on several sources and generating additional related, to convey a well-defined perspective and appropriate content. STANDARD CC.1.47. Conduct short research projects to answer a question, drawing on several sources and generating additional related, to convey a well-defined perspective and appropriate content. STANDARD CC.1.47. Care relevant information from multiple print and digital sources. Using search terms effectively, assess the critical projects of a paraphrase and additional content on the plaguarism and following a standard format for clastion. SUBJECT / STANDARD CC.1.47. Writing: Students write for different purposes and audiences. Students write clear and focused text to critically, and validating or a day or low) for a range of discipline specific basis, purposes, and audiences are fine fram | | |
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| T. revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. SUBJECT / STANDARD 4.7. convey a well-defined perspective and appropriate content. STANDARD AREA / Technology and Publication STANDARD C.C.1.47. Use technology, including the internet to produce and publish writing and link to and clie sources as well as to mercat and collaborate with others, including linking to and cliing sources. SUBJECT / STANDARD 4.7. convey a well-defined perspective and appropriate content. STANDARD C.C.1.47. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD C.C.1.47. Conduct short research projects to answer a question, drawing on several sources and generating additional related, to consect questions for further research and investigation. SUBJECT / STANDARD 4.7. conduct short research projects to answer a question, drawing on several sources and generating additional related, to consect questions for further research and investigation. SUBJECT / STANDARD 4.7. conduct short research projects to answer a question drawing on several sources and generating additional related, to consect questions for further research and investigation. SUBJECT / STANDARD 4.7. conduct short research indifferent purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD C.1.4. Gather relevant information from mulliple print and digital sources, using search terms effectively, assess the credibility, and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for classon. SUBJECT / STANDARD Rote of the content | AREA / | Production and Distribution of Writing: Writing Process |
| STANDARD AREA STANDARD STANDA | STANDARD | revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been |
| STANDARD CC.1.47. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. SUBJECT / STANDARD AREA PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD AREA STANDARD CC.1.47. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. SUBJECT / STANDARD AREA A.7. Credibility, Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD CC.1.47. Gaiter relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiatism and following a standard format for citation. 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. Range of Writing STANDARD AREA Range of Writing STANDARD CC.1.4.7. Write routinely over extended time frames (time for research, refection, 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. Comprehension and Collaboration: Evaluating Information | STANDARD | |
| SUBJECT / STANDARD AREA / PA.C.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 CONDUCTING Research CC1.4.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, to cused questions for further research and investigation. SUBJECT / STANDARD AREA / 4.7. convey a well-defined perspective and appropriate content. STANDARD PA.C.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 / Cather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD AREA / 4.7. different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing STANDARD CC1.4.7. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing STANDARD AREA / 5.7. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. SUBJECT / 5.7. and respond intelligently as individuals or in group discussions. | AREA / | Technology and Publication |
| STANDARD AREA STANDARD AREA STANDARD CC.1.4.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. SUBJECT / V. Writing: Students write for different purposes and audiences. Students write clear and focused text to STANDARD AREA STANDARD CC.1.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. STANDARD PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to STANDARD AREA / J. Company a well-defined perspective and appropriate content. STANDARD AREA / SPACC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. STANDARD AREA / Comprehension and Collaboration: Evaluating Information | STANDARD | |
| STANDARD STANDARD CC.1.4.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, v. focused questions for further research and investigation. SUBJECT / STANDARD AREA / 4.7. Credibility, Reliability, and Validity of Sources STANDARD AREA / STATEMENT CC.1.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD AREA / 4.7. Conduct short research projects to answer a question, drawing on several sources and quotiences. Students write clear and focused text to credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD 4.7. Convey a well-defined perspective and appropriate content. Range of Writing STANDARD CC.1.4.7. 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 5.7. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Evaluating Information | STANDARD | |
| SUBJECT / STANDARD AREA / STANDARD STANDARD AREA / STANDARD STANDARD AREA / STANDARD STANDARD STANDARD AREA / STANDARD AREA / STANDA | AREA / | Conducting Research |
| STANDARD AREA STANDARD AREA / STATEMENT CC.1.4.7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the W. credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD AREA / A.7. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing STANDARD AREA / Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a x. single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD 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. Comprehension and Collaboration: Evaluating Information | STANDARD | |
| STANDARD AREA STANDARD AREA Comprehension and Collaboration: Evaluating Information Comprehension and Collaboration: Evaluating Information | STANDARD | |
| W. credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SUBJECT / STANDARD 4.7. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. STANDARD AREA / STANDARD CC.1.4.7. 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 / S.7. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Evaluating Information | AREA / | Credibility, Reliability, and Validity of Sources |
| STANDARD AREA STANDARD AREA / Comprehension and Collaboration: Evaluating Information | STANDARD | credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding |
| STANDARD CC.1.4.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a x. single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SUBJECT / STANDARD AREA STANDARD AREA Comprehension and Collaboration: Evaluating Information CC.1.4.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a xingle sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD AREA / Comprehension and Collaboration: Evaluating Information | STANDARD | |
| X. single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SUBJECT / STANDARD AREA STANDARD AREA Comprehension and Collaboration: Evaluating Information | AREA / | Range of Writing |
| STANDARD 5.7. and respond intelligently as individuals or in group discussions. STANDARD Comprehension and Collaboration: Evaluating Information AREA / | STANDARD | |
| AREA / | STANDARD | |
| | AREA / | Comprehension and Collaboration: Evaluating Information |

| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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| | | UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / ST ANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Integration of Knowledge and Ideas: Analysis Across Texts |
| STANDARD | CC 1 2 7 I | Analyze how two or more authors present and interpret facts on the same topic. |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative |
| STANDARD | CC.1.4.7. G. | Write arguments to support claims. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Content |
| STANDARD | CC.1.4.7. | Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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: Organization |
| STANDARD | CC.1.4.7. J. | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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. 7.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. K.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. K.3. | Develop and maintain a consistent voice. |

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

| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
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| STANDARD | CC.1.4.7. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |

CC.1.4.7. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, L. punctuation, and spelling.

| STANDARD AREA | 4.7. | convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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 |

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

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| STANDARD | CC.1.4.7. X. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226 |
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| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide a objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Content |
| STANDARD | CC.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

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

CC.1.4.7. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,

Opinion/Argumentative: Conventions of Language

punctuation, and spelling.

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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Narrative: Conventions of Language |
| STANDARD | CC.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |

CC.1.2.7. Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of

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E. the text.

| STANDARD AREA | 2.7. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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PA.CC.1. Reading Informational Text: Students read, understand, and respond to informational text—with an

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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Focus |
| STANDARD | CC.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7 | . Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7 | . Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |

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Informative/Explanatory: Conventions of Language

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CC.1.4.7. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,

CC.1.4.7. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
| STANDARD | CC.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258 |
| | | Pennsylvania Core and Academic Standards |
| | | Language Arts |
| | | Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and betwee texts with focus on textual evidence. |
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| STANDARD AREA | 2.7. | emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Main Idea |
| STANDARD | CC.1.2.7. A. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.2.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |

| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.2.7. E. | Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.2.7. L. | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory |
| STANDARD | CC.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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DESCRIPTOR / CC.1.4.7. Develop and maintain a consistent voice.

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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. V. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258 |
| | | 5.41. 6.1. 6.1.11.1.2 6.1.11.2 6.1. 11.2 6.1. 12.5 1.2 |
| Pennsylvania Core and Academic Standards | | |

Pennsylvania Core and Academic Standards Language Arts

Grade 7 - Adopted: 2014

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

| STANDARD AREA / STATEMENT | Key Ideas and Details: Theme |
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STANDARD CC.1.3.7. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.7. C. | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.7. D. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.7. E. | Analyze how the structure or form of a text contributes to its meaning. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |

| A.CC.1. | Read and comprehend literary fiction on grade level, reading independently and proficiently. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| | Informative/Explanatory |
| CC.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information 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: Focus |
| CC.1.4.7. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| | 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 |
| CC.1.4.7. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| | 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: Organization |
| CC.1.4.7. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| PA.CC.1. .7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| | Informative/Explanatory: Style |
| CC.1.4. 7.E. | Write with an awareness of the stylistic aspects of composition. |
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| | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | PA.CC.1. 7. CC.1.4.7. PA.CC.1. 7. CC.1.4.7. PA.CC.1. 7. |

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
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| STANDARD AREA / STATEMENT | | Informative/Explanatory: Conventions of Language |
| STANDARD | CC.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Focus |
| STANDARD | CC.1.4.7. H. | Introduce and state an opinion on a topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Style |
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| STANDARD | CC.1.4. 7.K. | Write with an awareness of the stylistic aspects of composition. |
| ST ANDARD DESCRIPTOR / STANDARD | 7.K. | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / | 7.K. CC.1.4.7. K.1. | |
| DESCRIPTOR / STANDARD DESCRIPTOR / | 7.K. CC.1.4.7. K.1. CC.1.4.7. K.3. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | 7.K. CC.1.4.7. K.1. CC.1.4.7. K.3. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA | 7.K. CC.1.4.7. K.1. CC.1.4.7. K.3. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT | 7.K. CC.1.4.7. K.1. CC.1.4.7. K.3. PA.CC.1. 4.7. CC.1.4.7. L. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| DESCRIPTOR / STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | 7.K. CC.1.4.7. K.1. CC.1.4.7. K.3. PA.CC.1. 4.7. CC.1.4.7. L. | Use precise language and domain-specific vocabulary to inform about or explain the topic. Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Writing: Students write for different purposes and audiences. Students write clear and focused text to |

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

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characters.

| STANDARD AREA / STATEMENT | | Narrative: Content |
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| STANDARD | CC.1.4.7. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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. 7.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.1. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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| DESCRIPTOR / STANDARD | CC.1.4.7. Q.3. | Use precise language. |
| | Q.3. | Use precise language. Develop and maintain a consistent voice. |
| STANDARD DESCRIPTOR / | Q.3. CC.1.4.7. Q.4. | |
| STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD | Q.3. CC.1.4.7. Q.4. PA.CC.1. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to |
| STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / | Q.3. CC.1.4.7. Q.4. PA.CC.1. 4.7. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA STANDARD AREA / STATEMENT | Q.3. CC.1.4.7. Q.4. PA.CC.1. 4.7. CC.1.4.7. R. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| STANDARD DESCRIPTOR / STANDARD SUBJECT / STANDARD AREA / STANDARD AREA / STATEMENT STANDARD SUBJECT / STANDARD | Q.3. CC.1.4.7. Q.4. PA.CC.1. 4.7. CC.1.4.7. R. | Develop and maintain a consistent voice. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 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 |

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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 |
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| STANDARD | CC.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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.1.5.7. A. | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 5.7. | 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: Evaluating Information |

| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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| | | UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272 |
| | | Pennsylvania Core and Academic Standards Language Arts Grade 7 - Adopted: 2014 |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Theme |
| STANDARD | CC.1.3.7. A. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Text Analysis |
| STANDARD | CC.1.3.7. B. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Key Ideas and Details: Literary Elements |
| STANDARD | CC.1.3.7. C. | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Point of View |
| STANDARD | CC.1.3.7. D. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Text Structure |
| STANDARD | CC.1.3.7. E. | Analyze how the structure or form of a text contributes to its meaning. |

| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| STANDARD | CC.1.3.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SUBJECT / STANDARD AREA | PA.CC.1. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Range of Reading |
| STANDARD | CC.1.3.7. K. | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| ST AND ARD AREA / ST AT EMENT | | Informative/Explanatory: Organization |

| STANDARD | CC.1.4.7. D. | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
|---------------------------------|-------------------|---|
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. F. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Focus |
| STANDARD | CC.1.4.7. H. | Introduce and state an opinion on a topic. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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. 7.K. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. K.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. K.3. | Develop and maintain a consistent voice. |

SUBJECT / STANDARD AREA

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

| STANDARD AREA / STATEMENT | | Opinion/Argumentative: Conventions of Language |
|---------------------------------|-------------------|--|
| STANDARD | CC.1.4.7. L. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. N. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. O. | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. P. | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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. 7.Q. | Write with an awareness of the stylistic aspects of writing. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.1. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| DESCRIPTOR / STANDARD | CC.1.4.7. Q.3. | Use precise language. |

| DESCRIPTOR / STANDARD | CC.1.4.7. Q.4. | Develop and maintain a consistent voice. |
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| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. R. | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. S. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. T. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. U. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | 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 | | Credibility, Reliability, and Validity of Sources |
| STANDARD | CC.1.4.7. W. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students 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.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| | | UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273 |
| | | Pennsylvania Core and Academic Standards |

Language Arts

Grade 7 - Adopted: 2014

| | | Grade 7 - Adopted: 2014 |
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| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Craft and Structure: Vocabulary |
| STANDARD | CC.1.2.7. F. | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| SUBJECT / STANDARD AREA | PA.CC.1. 2.7. | Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. |
| STANDARD AREA / STATEMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.2.7. J. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STANDARD | CC.1.2.7. 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. 3.7. | Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| ST ANDARD AREA / ST AT EMENT | | Vocabulary Acquisition and Use |
| STANDARD | CC.1.3.7.I | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level |

reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD

| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. A. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. B. | Identify and introduce the topic clearly, including a preview of what is to follow. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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.1.4.7. C. | Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| SUBJECT / STANDARD AREA | PA.CC.1. 4.7. | Writing: Students write for 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. 7.E. | Write with an awareness of the stylistic aspects of composition. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.1. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| DESCRIPTOR / STANDARD | CC.1.4.7. E.3. | Develop and maintain a consistent voice. |
| SUBJECT / | PA.CC.1. | Writing: Students write for different purposes and audiences. Students write clear and focused text to |

STANDARD AREA

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

| STANDARD AREA / STATEMENT | | Production and Distribution of Writing: Writing Process |
|---------------------------------|----------|--|
| STANDARD | CC 1 4 7 | With some guidance and support from neers and adults, develop and strengthen writing as needed by planning |

CC.1.4.7. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
T. revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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 | | Range of Writing |
|---------------------------------|------------------|---|
| STANDARD | CC.1.4.7. 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. 5.7. | 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: Evaluating Information |
| STANDARD | CC.1.5.7. C. | Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |