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

Secondary Criteria: Pennsylvania Core and Academic Standards

**Subject:** Language Arts **Grade:** 10

# Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

# Pennsylvania Core and Academic Standards

Language Arts

		Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 -10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 –10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
	U	INIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

# Pennsylvania Core and Academic Standards Language Arts

Grade 10 - Adopted: 2014

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

texts with focus on textual evidence.

**AREA** 

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 -10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

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

SUBJECT /	
STANDARD	)
AREA	

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

STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.9 -10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English

STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48
		Pennsylvania Core and Academic Standards  Language Arts  Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts wifocus on textual evidence.	
STANDARD AREA / STATEMENT		Range of Reading	
STANDARD	CC.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language	
STANDARD	CC.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language	
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Narrative: Focus	
STANDARD	CC.1.4.9 –10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Narrative: Content	
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	

STANDARD AREA / STATEMENT		Narrative: Organization  Create a smooth progression of experiences or events using a variety of techniques to sequence events so that the build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
STANDARD	CC.1.4.9 -10.P.		
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Narrative: Style	
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.	
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
ST AND ARD Narrative: Conventions of Language AREA / ST AT EMENT		Narrative: Conventions of Language	
STANDARD	CC.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Response to Literature	
STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process	
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Technology and Publication	
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	

AREA / STATEMENT	CC.1.5.9	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and	
SUBJECT / STANDARD AREA	5.9-10.	C.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen criticals. and respond intelligently as individuals or in group discussions.  Conventions of Standard English	
STANDARD	CC.1.5.9 -10.E.		
STANDARD AREA / STATEMENT	Presentation of Knowledge and Ideas: Context		
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD	CC.1.5.9 –10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	
STANDARD Presentation of Knowledge and Ideas: Purpose, Audience, and Tas AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task	
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion	
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
ST AND ARD Range of Writing AREA / ST AT EMENT		Range of Writing	
STANDARD AREA	4.9-10.	convey a well-defined perspective and appropriate content.	

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

### Pennsylvania Core and Academic Standards Language Arts

Grade 10 - Adopted: 2014

focus on textual evidence.

SUBJECT / STANDARD AREA

SUBJECT /

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

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme	
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis	
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
ST ANDARD Key Ideas and Details: Literary Eleme AREA I ST AT EMENT		Key Ideas and Details: Literary Elements	
STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
STANDARD 3.9-10. comprehension, vocabulary acquis focus on textual evidence.		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.	
		Craft and Structure: Point of View	
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use	
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
STANDARD AREA / STATEMENT		Range of Reading	
STANDARD CC.1.3.9 Read and comprehend literary fiction on grade level, reading independently and proficiently. –10.K.		Read and comprehend literary fiction on grade level, reading independently and proficiently.	

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

STANDARD	CC.1.4.	Write with an awareness of the stylistic aspects of writing.	
	9-10.Q.		
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text t convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Narrative: Conventions of Language	
STANDARD	CC.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Response to Literature	
STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
STANDARD AREA  4.9-10. convey a well-defined perspective and appropriate content.  STANDARD AREA / STATEMENT  Production and Distribution of Writing: Writing Process		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
		Production and Distribution of Writing: Writing Process	
		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
SUBJECT / STANDARD AREA	TANDARD 4.9-10. convey a well-defined perspective and appropriate content.		
STANDARD AREA / STATEMENT		Technology and Publication	
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically	
SUBJECT / STANDARD AREA	NDARD 4.9-10. convey a well-defined perspective and appropriate content.  Range of Writing A / TEMENT		
STANDARD AREA / STATEMENT			
STANDARD			
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion	
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70	
		Pennsylvania Core and Academic Standards	
		Language Arts Grade 10 - Adopted: 2014	
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea	
STANDARD	CC.1.2.9 –10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis	
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	C.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.  Craft and Structure: Vocabulary	
STANDARD AREA / STATEMENT			
STANDARD	CC.1.2.9 –10.F.	2.9 Analyze how words and phrases shape meaning and tone in texts.	
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use	
STANDARD	CC.1.2.9 –10.J.	.9 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writin speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
STANDARD CC.1.2.9 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies and tools.		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
STANDARD AREA / STATEMENT		Range of Reading	
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use	
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
SUBJECT / ST ANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Informative/Explanatory	
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	
SUBJECT / STANDARD AREA  PA.CC.1. Writing: Students write for different purposes and audiences. Students write classes are convey a well-defined perspective and appropriate content.  STANDARD AREA / STATEMENT  PA.CC.1. Writing: Students write for different purposes and audiences. Students write classes are conveyed and appropriate content.  Informative/Explanatory: Focus		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	
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.	
SUBJECT / PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and focus STANDARD 4.9-10. convey a well-defined perspective and appropriate content.  AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
STANDARD AREA / STATEMENT		Informative/Explanatory: Content	
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	
SUBJECT / PA.CC.1. Writing: Students write for different purposes and audiences. Students write clear and for STANDARD 4.9-10. convey a well-defined perspective and appropriate content.  AREA		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	

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

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

STANDARD AREA / STATEMENT		Range of Writing	
STANDARD	CC.1.4.9 -10.X.	Vrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ingle sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion	
STANDARD	CC.1.5.9 –10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task	
STANDARD	CC.1.5.9 -10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context	
STANDARD	CC.1.5.9 –10.E.	Adapt speech to a variety of contexts and tasks.	
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
STANDARD AREA / STATEMENT		Conventions of Standard English	
STANDARD	CC.1.5.9 –10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	
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### Pennsylvania Core and Academic Standards Language Arts

Grade 10 - Adopted: 2014

SUBJECT / **STANDARD AREA** 

2.9-10.

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

STANDARD AREA /	Key Ideas and Details: Main Idea
STATEMENT	

STANDARD	CC.1.2.9 –10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.9 –10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST AND ARD AREA / ST AT EMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.

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

STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 –10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90
		Pennsylvania Core and Academic Standards  Language Arts

# Language Arts

Grade 10 - Adopted: 2014

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

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

### UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

# Pennsylvania Core and Academic Standards

		Language Arts
		Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.9 -10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.9 -10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization

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

SUBJECT /
STANDARD
AREA

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

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

#### UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

# Pennsylvania Core and Academic Standards

		Language Arts
		Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
ST AND ARD AREA / ST AT EMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
ST AND ARD AREA / ST AT EMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9	Analyze how words and phrases shape meaning and tone in texts.

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

-10.K.

-10.F.

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

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level

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

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

STANDARD	CC.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

# Pennsylvania Core and Academic Standards Language Arts

Grade 10 - 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.1.2.9	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

TANDARD CC.1.2.9 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

-10.A. and is shaped and refined by specific details; provide an objective summary of the text.

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / ST ANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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

SUBJECT / STANDARD AREA

STANDARD	CC.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 –10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		LINIT 7: INIVENTIVE WRITING Week 13 Page 1/3-150

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style

STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.9 -10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## Pennsylvania Core and Academic Standards Language Arts

Grade 10 - Adopted: 2014

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<b>STANDARD</b>
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3.9-10.

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

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

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

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AREA

STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 –10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

# Pennsylvania Core and Academic Standards Language Arts

Grade 10 - Adopted: 2014

#### SUBJECT / STANDARD AREA

-10.C.

connections that are drawn between them.

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 texts with focus on texts.

or events, including the order in which the points are made, how they are introduced and developed, and the

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

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA I STATEMENT  STANDARD		
STANDARD C		Key Ideas and Details: Literary Elements
		Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
	.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
		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.
	.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
	CC.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / P		Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
SUBJECT / PSTANDARD 4.		
SUBJECT / PSTANDARD 4. AREA  STANDARD AREA / STATEMENT  STANDARD		convey a well-defined perspective and appropriate content.
SUBJECT / STANDARD 4.  STANDARD AREA / STATEMENT  STANDARD 9  DESCRIPTOR / CO	.9-10. CC.1.4.	convey a well-defined perspective and appropriate content.  Narrative: Style
SUBJECT / PATANDARD AREA / STANDARD STANDARD STANDARD STANDARD SUBJECT / PATANDARD SUBJECT / PATANDARD	CC.1.4. 9-10.Q. CC.1.4.9 -10.Q.2.	Narrative: Style  Write with an awareness of the stylistic aspects of writing.

STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166
		Pennsylvania Core and Academic Standards
		Language Arts Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 -10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD

AREA / STATEMENT

Key Ideas and Details: Text Analysis

STANDARD	CC.1.2.9 –10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 –10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

STANDARD	CC.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
ST ANDARD AREA / ST AT EMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.9 –10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 –10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 –10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 –10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174
Pennsylvania Core and Academic Standards  Language Arts		

# Language Arts

Grade 10 - Adopted: 2014

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

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.9 -10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative
STANDARD	CC.1.4.9 –10.G.	Write arguments to support claims in an analysis of substantive topics.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4. 9-10.H.	Write with a sharp, distinct focus identifying topic, task, and audience.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.H.1.	Introduce the precise claim.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Content
STANDARD	CC.1.4.9 –10.I.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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STANDARD AREA / STATEMENT		Opinion/Argumentative: Organization
STANDARD	CC.1.4.9 -10.J.	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4. 9-10.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.9	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. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.9 -10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**AREA** 

STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		Pennsylvania Core and Academic Standards
		Language Arts Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.9 –10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
STANDARD	CC.1.2.9 -10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.9 -10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative
STANDARD	CC.1.4.9 –10.G.	Write arguments to support claims in an analysis of substantive topics.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4. 9-10.H.	Write with a sharp, distinct focus identifying topic, task, and audience.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.H.1.	Introduce the precise claim.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Content

STANDARD	CC.1.4.9 -10.I.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Organization
STANDARD	CC.1.4.9 -10.J.	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4. 9-10.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 –10.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.9 -10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
AREA		
ST ANDARD AREA / ST AT EMENT		Technology and Publication
ST ANDARD AREA /	CC.1.4.9 -10.U.	Technology and Publication  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD AREA / STATEMENT	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA /	–10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA / STANDARD AREA / STATEMENT	-10.U.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.V.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Conducting Research  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA / STANDARD  STANDARD  STANDARD  STANDARD  STANDARD	-10.U.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.V.  PA.CC.1.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  Conducting Research  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Writing: Students write for different purposes and audiences. Students write clear and focused text to

SUBJECT /
STANDARD
AREA

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

### UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

## Pennsylvania Core and Academic Standards Language Arts

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

### SUBJECT / STANDARD **AREA**

2.9-10.

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

STANDARD AREA / STATEMENT	Vocabulary Acquisition and Use
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STANDARD	CC.1.2.9 -10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.9 -10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

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

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Content
STANDARD	CC.1.4.9 -10.l.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Organization
STANDARD	CC.1.4.9 -10.J.	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4. 9-10.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 –10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4. 9-10.Q.	Write with an awareness of the stylistic aspects of writing.

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

STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228
		Pennsylvania Core and Academic Standards
		Language Arts
		Grade 10 - Adopted: 2014
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA		Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 –10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View

STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 –10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.9 –10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.9 –10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.9 -10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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

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

SUBJECT /

STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.9 -10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
AREA		
ST ANDARD AREA / ST AT EMENT		Credibility, Reliability, and Validity of Sources
ST ANDARD AREA /	CC.1.4.9 –10.W.	Credibility, Reliability, and Validity of Sources  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD AREA / STATEMENT	–10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD	-10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  Writing: Students write for different purposes and audiences. Students write clear and focused text to
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA /	-10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT  STANDARD  SUBJECT / STANDARD AREA  STANDARD AREA / STATEMENT	-10.W.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.X.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  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  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD  SUBJECT / STANDARD  SUBJECT / STANDARD  AREA / STATEMENT  STANDARD  SUBJECT / STANDARD  SUBJECT / STANDARD	-10.W.  PA.CC.1. 4.9-10.  CC.1.4.9 -10.X.  PA.CC.1.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  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  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening: Students present appropriately in formal speaking situations, listen critically,

## Pennsylvania Core and Academic Standards

## Language Arts

Grade 10 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 -10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.3.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 –10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

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

AREA

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

SUBJECT / STANDARD AREA STANDARD STANDARD STANDARD STANDARD STANDARD AREA STANDARD S		
STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD  CC.1.4.9  Production and Distribution of Writing: Writing Process  STATEMENT  STANDARD  CC.1.4.9  Production and Distribution of Writing: Writing Process  STATEMENT  STANDARD  CC.1.4.9  PA.C.1.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD AREA  STANDARD  CC.1.4.9  -1.0.0. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  STANDARD  PA.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  STANDARD  CC.1.4.9  -1.0. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  CC.1.4.9  -1.0. Galber relevant information from multiple authoritishey print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information from the lext selectively or maritain the flow of ideas, avoiding plagiatism and following a standard format for ideaton.  STANDARD  AREA  STANDARD  CC.1.4.9  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  AREA  STANDARD  CC.1.4.9  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  CC.1.4.9  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 discipli	STANDARD	
STANDARD  CC1.4.9 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  SUBJECT / STANDARD 4.9-10. Writing: Students write for different purposes and audiences. Students write clear and focused text to STANDARD 4.9-10. convey a well-defined perspective and appropriate content.  STANDARD C1.4.9 Use technology, including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology scapacity to link to other information and to display information flexibly and dynamically.  SUBJECT / STANDARD AREA / 4,9-10. Convey a well-defined perspective and appropriate content.  STANDARD C1.4.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively: assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for claston.  SUBJECT / STANDARD A3-10. Writing: Students write for different purposes and audiences. Students write clear and focused text to STANDARD A3-10. Convey a well-defined perspective and appropriate content.  STANDARD A3-10. Writing: Students write for different purposes and audiences. Students write clear and focused text to STANDARD A3-10.  STANDARD CC1.4.9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions on grade-level topics, texts, and issues, standard to content to the proper to the proper texts and participate effectively in a range of collaborative Discussions.	STANDARD	
SUBJECT / STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD C.1.49 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  SUBJECT / STANDARD AREA  STANDARD AREA  STANDARD AREA  C.1.49 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  SUBJECT / STANDARD AREA  STANDARD AREA  STANDARD C.1.49 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text to standard brints to claton.  SUBJECT / STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD C.1.49 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD AREA  STANDARD AREA  STANDARD C.1.49 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  C.1.29 Writing students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  SUBJECT / Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.  STANDARD AREA  C.1.29 Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, and issues.	AREA /	Production and Distribution of Writing: Writing Process
STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD  CC.1.4.9  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  SUBJECT / 4.9-10.  Writing: 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.1.9  Credibility, Reliability, and Validity of Sources  STATEMENT  STANDARD  CC.1.9  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plaglarism and following a standard format for citation.  SUBJECT / STANDARD AREA  STANDARD  CC.1.4.9  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  CC.1.4.9  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  CC.1.4.9  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  CC.1.4.9  Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  STANDARD  CC.1.4.9  Writing: Students present appropriate content.  STANDARD  CO.1.5  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 Discussions on grade-level topics, texts, and iss	STANDARD	
STANDARD CC.1.4.9 TAREAL STANDARD CC.1.4.9 TAREAL STANDARD CC.1.4.9 TAREAL STANDARD AREAL STANDARD STANDARD AREAL STANDARD ARE	STANDARD	· ·
ACC.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   CC.1.4.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD 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   Range of Writing   Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.  SUBJECT / STANDARD AREA   Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.  STANDARD   CC.1.5   Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	AREA /	Technology and Publication
STANDARD AREA  STANDARD AREA  STANDARD AREA  STANDARD C. C.1.4.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / 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  STANDARD 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  STANDARD C.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 C.1. Initiate and participate effectively in a range of collaborative Discussion on grade-level topics, texts, and issues,	STANDARD	
STANDARD  CC.1.4.9  -10.W.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD AREA    STANDARD AREA    STANDARD    STA	STANDARD	
-10.W. assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  SUBJECT / STANDARD	AREA /	Credibility, Reliability, and Validity of Sources
STANDARD AREA  STANDARD AREA / STATEMENT  CC.14.9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  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 / STANDARD AREA / STATEMENT  CC.15.9 Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	STANDARD	assess the usefulness of each source in answering the research question; integrate information into the text
STANDARD  CC.1.4.9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  SUBJECT / STANDARD AREA  PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.  STANDARD AREA / STATEMENT  Comprehension and Collaboration: Collaborative Discussion  CC.1.5.9 Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	STANDARD	
SUBJECT / STANDARD AREA / STANDARD  STANDARD  STANDARD  STANDARD  AREA / STATEMENT  CC.1.5.9 Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	AREA /	Range of Writing
STANDARD AREA  STANDARD AREA / STATEMENT  STANDARD CC.1.5.9 Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	STANDARD	
STANDARD CC.1.5.9 Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	STANDARD	
	AREA /	Comprehension and Collaboration: Collaborative Discussion
	STANDARD	

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.9 -10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 -10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.9 –10.F.	Analyze how words and phrases shape meaning and tone in texts.

SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 –10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

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

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Grade 10 - Adopted: 2014

SUBJECT / STANDARD **AREA** 

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

focus on textual evidence.

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.9 -10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SUBJECT / ST ANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.9 -10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.9 –10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.9 -10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.9 –10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.9	Analyze how words and phrases shape meaning and tone in texts.
	–10.F.	

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 –10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 –10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.9 -10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

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

SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.9 -10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.9 -10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.9 -10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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## Pennsylvania Core and Academic Standards Language Arts

Grade 10 - 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		Craft and Structure: Vocabulary
STANDARD	CC.1.2.9 -10.F.	Analyze how words and phrases shape meaning and tone in texts.
SUBJECT / STANDARD AREA	PA.CC.1. 2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.9 –10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.9 –10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 3.9-10.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.9 -10.l.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.9 -10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.9 -10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.9 -10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.9 -10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4. 9-10.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.9 -10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.9 -10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.9 -10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.