

# Main Criteria: Structure and Style for Students Year 3 Level B

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 8

## Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

### Pennsylvania Core and Academic Standards

#### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.3.8.B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.3.8.E.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.8.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.8.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
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STANDARD	CC.1.3.8. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Poetry Week 20, p. 209-214

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.8. E.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.8. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process

STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Poetry Week 21, p. 215-220

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.3.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
STANDARD	CC.1.3.8. E.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
STANDARD	CC.1.3.8. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>

STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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Poetry Week 22, p. 221-226

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD	CC.1.3.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
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STANDARD	CC.1.3.8. E.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.8. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
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STANDARD	CC.1.3.8. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Response to Literature Week 23, p. 227-236

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.C.      Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.F.      Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.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.1.3.8.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.1.3.8.**      **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.1.3.8.K.      Read and comprehend literary fiction on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.A.      Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.Q.**      **Write with an awareness of the stylistic aspects of writing.**

**DESCRIPTOR / STANDARD**      **CC.1.4.8.Q.2.**      **Use sentences of varying lengths and complexities.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.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.1.4.8.**      **Writing: Students 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.1.4.8.T.**      **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.W.**      **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.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.1.5.8.**      **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Timed Essay Week 24, p. 237-238

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
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STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
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STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Opinion/Argumentative: Style</b>
STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Narrative: Style</b>
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.8. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.8. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Range of Writing</b>
STANDARD	CC.1.4.8. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 1: Note Making and Outlines Week 01, p. 9-16

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

SUBJECT / STANDARD AREA	PA.CC.1.2.8.	<b>Reading Informational Text: 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.</b>
STANDARD AREA / STATEMENT		<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.2.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.8.	<b>Reading Informational Text: 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.</b>

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.8. F.	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.8. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 2: Writing from Notes Week 02, p. 17-32

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD      CC.1.2.8.  
B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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STANDARD      CC.1.2.8.  
F.      Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD      CC.1.2.8.  
J.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD      CC.1.2.8.  
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.1.2.8.**      **Reading Informational Text: 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
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STANDARD      CC.1.2.8.  
L.      Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8. 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.1.3.8. 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.1.4.8.**      **Writing: Students write for 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.1.4.8. A.      Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. B.      Identify and introduce the topic clearly, including a preview of what is to follow.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. C.      Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. D.      Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8. E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
STANDARD	CC.1.4.8. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

STANDARD AREA / STATEMENT		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 3: Retelling Narrative Stories Week 03, p. 33-42

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.  
B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.  
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.1.3.8.  
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.1.3.8.**      **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.1.3.8.  
K.      Read and comprehend literary fiction on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.  
A.      Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>
STANDARD	CC.1.4.8. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.8. P.	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
STANDARD	CC.1.4.8. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 3: Retelling Narrative Stories Week 04, p. 43-48

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.3.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8. 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.1.3.8. 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.1.3.8.**      **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.1.3.8. K.      Read and comprehend literary fiction on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. A.      Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8. N.      Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8. O.      Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Narrative: Organization</b>
STANDARD	CC.1.4.8. P.	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Narrative: Style</b>
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.3.	Create tone and voice through precise language.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Response to Literature</b>
STANDARD	CC.1.4.8. 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. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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. 5.8.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		<b>Comprehension and Collaboration: Collaborative Discussion</b>

STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>

STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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Unit 4: Summarizing a Reference Week 05, p. 49-60

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>

STANDARD	CC.1.2.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>

STANDARD	CC.1.2.8. F.	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	CC.1.2.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.8. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.L.      Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.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.1.3.8.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.1.4.8.**      **Writing: Students write for 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.1.4.8.A.      Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.B.      Identify and introduce the topic clearly, including a preview of what is to follow.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.C.      Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.8. E.	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Response to Literature</b>
STANDARD	CC.1.4.8. 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. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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. 5.8.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 4: Summarizing a Reference Week 06, p. 61-72

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.2.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.8.</b>	<b>Reading Informational Text: 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.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.2.8. F.	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 2.8.</b>	<b>Reading Informational Text: 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.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.8. 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.1.2.8.**      **Reading Informational Text: 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.1.2.8.L.      Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.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.1.3.8.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.1.4.8.**      **Writing: Students write for 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.1.4.8.A.      Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.B.      Identify and introduce the topic clearly, including a preview of what is to follow.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.C.      Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.8. E.	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Response to Literature</b>
STANDARD	CC.1.4.8. 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. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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. 5.8.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 5: Writing from Pictures Week 07, p. 73-82

**Pennsylvania Core and Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
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STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>
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STANDARD	CC.1.4.8. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.8. P.	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.3.	Create tone and voice through precise language.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.8. 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. 5.8.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion

STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>

STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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Unit 5: Writing from Pictures Week 08, p. 83-92

**Pennsylvania Core and Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	CC.1.3.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>

STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>

STANDARD	CC.1.4.8. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>

STANDARD	CC.1.4.8. O.	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.8. P.	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.5.8.**      **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.1.5.8.D.      Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 6: Summarizing Multiple References Week 09, p. 93-110

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.F.      Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.J.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD      CC.1.2.8.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.1.2.8.**      **Reading Informational Text: 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.1.2.8. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8.E.**      **Write with an awareness of the stylistic aspects of composition.**

**DESCRIPTOR / STANDARD**      **CC.1.4.8.E.1.**      **Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**DESCRIPTOR / STANDARD**      **CC.1.4.8.E.3.**      **Create tone and voice through precise language.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.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.1.4.8.**      **Writing: Students 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.1.4.8.T.**      **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.V.**      **Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.W.**      **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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STANDARD      CC.1.4.8.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.1.5.8.**      **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
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STANDARD      CC.1.5.8.A.      Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.5.8.**      **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
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STANDARD      CC.1.5.8.D.      Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 6: Summarizing Multiple References Week 10, p. 111-118

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
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STANDARD      CC.1.2.8.B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
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STANDARD	CC.1.2.8. F.	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
STANDARD	CC.1.2.8. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>

STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8.E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8.E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8.E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.K.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8.K.2.	Use sentences of varying lengths and complexities.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
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<b>STANDARD</b>	<b>CC.1.4.8.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>
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<b>DESCRIPTOR / STANDARD</b>	<b>CC.1.4.8.Q.2.</b>	<b>Use sentences of varying lengths and complexities.</b>
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
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<b>STANDARD</b>	<b>CC.1.4.8.S.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</b>
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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<b>STANDARD</b>	<b>CC.1.4.8.T.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Conducting Research</b>
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<b>STANDARD</b>	<b>CC.1.4.8.V.</b>	<b>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</b>
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
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<b>STANDARD</b>	<b>CC.1.4.8.W.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 7: Inventive Writing Week 11, p. 119-126

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. B.      Identify and introduce the topic clearly, including a preview of what is to follow.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. C.      Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. D.      Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for 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.1.4.8. E.      **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD      CC.1.4.8. E.1.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

DESCRIPTOR / STANDARD      CC.1.4.8. E.2.      Use sentences of varying lengths and complexities.

DESCRIPTOR / STANDARD      CC.1.4.8. E.3.      Create tone and voice through precise language.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8. K.      **Write with an awareness of the stylistic aspects of composition.**

DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8. Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>
DESCRIPTOR / STANDARD	CC.1.4.8. Q.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.8. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.5.8.**      **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.1.5.8.D.      Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 7: Inventive Writing Week 12, p. 127-134

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.F.      Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

**SUBJECT / STANDARD AREA**      **PA.CC.1.2.8.**      **Reading Informational Text: 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.1.2.8.J.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD      CC.1.2.8.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.1.2.8.**      **Reading Informational Text: 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.1.2.8. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.8.E.2.	Use sentences of varying lengths and complexities.
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DESCRIPTOR / STANDARD	CC.1.4.8.E.3.	Create tone and voice through precise language.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.K.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.K.2.	Use sentences of varying lengths and complexities.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.Q.2.	Use sentences of varying lengths and complexities.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.8.T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Conducting Research
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STANDARD	CC.1.4.8. V.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.8. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.8. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1.5.8.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.8.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
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## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8. B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8. 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.1.3.8. 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.1.3.8.**      **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.1.3.8. K.      Read and comprehend literary fiction on grade level, reading independently and proficiently.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8. T.      With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**SUBJECT / STANDARD AREA**      **PA.CC.1.5.8.**      **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.1.5.8. A.      Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

# Pennsylvania Core and Academic Standards

## Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	CC.1.3.8.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
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STANDARD	CC.1.4.8.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
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STANDARD	CC.1.4.8.B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
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STANDARD	CC.1.4.8.C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
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<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
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STANDARD	CC.1.4.8.D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.8.E.2.	Use sentences of varying lengths and complexities.
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DESCRIPTOR / STANDARD	CC.1.4.8.E.3.	Create tone and voice through precise language.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.K.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.K.2.	Use sentences of varying lengths and complexities.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.Q.2.	Use sentences of varying lengths and complexities.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Response to Literature</b>
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STANDARD	CC.1.4.8.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Conducting Research</b>
STANDARD	CC.1.4.8. V.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.8. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
STANDARD	CC.1.2.8. B.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
STANDARD	CC.1.2.8. F.	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.2.8. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.8.</b>	<b>Reading Informational Text: 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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
STANDARD	CC.1.2.8. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	CC.1.3.8. 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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.8. V.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.W.      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.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.1.5.8.**      **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.1.5.8.A.      Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.5.8.**      **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.1.5.8.D.      Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 8: Formal Essay Models Week 16, p. 173-176

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DESCRIPTOR / STANDARD	CC.1.4.8. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.8. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Conducting Research

STANDARD	CC.1.4.8. V.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.8. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 8: Formal Essay Models Week 17, p. 177-182

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 8 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
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STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
STANDARD	CC.1.3.8. 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.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.8. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.8. D.	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.8.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Style</b>
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.8. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. E.3.	Create tone and voice through precise language.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.8. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.8. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students 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.1.4.8.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.1.5.8.**      **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.1.5.8.A.      Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SUBJECT / STANDARD AREA**      **PA.CC.1.5.8.**      **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.1.5.8.D.      Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Unit 9: Formal Critique Week 18, p. 183-198

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2014**

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.B.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**SUBJECT / STANDARD AREA**      **PA.CC.1.3.8.**      **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.1.3.8.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.1.3.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.8.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
STANDARD	CC.1.3.8. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.8. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.8. C.	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.E.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>
DESCRIPTOR / STANDARD	CC.1.4.8. E.2.	Use sentences of varying lengths and complexities.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.8.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Focus</b>
STANDARD	CC.1.4.8. H.	Introduce and state an opinion on a topic.

**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.K.</b>	<b>Write with an awareness of the stylistic aspects of composition.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.8.K.2.	Use sentences of varying lengths and complexities.
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DESCRIPTOR / STANDARD	CC.1.4.8.K.3.	Create tone and voice through precise language.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Style</b>
<b>STANDARD</b>	<b>CC.1.4.8.Q.</b>	<b>Write with an awareness of the stylistic aspects of writing.</b>

DESCRIPTOR / STANDARD	CC.1.4.8.Q.2.	Use sentences of varying lengths and complexities.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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STANDARD	CC.1.4.8.T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
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STANDARD	CC.1.4.8.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**SUBJECT / STANDARD AREA**      **PA.CC.1.4.8.**      **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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STANDARD	CC.1.4.8. 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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.8. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.8.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>
STANDARD	CC.1.5.8. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.