

Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grades: 6, 7, 8

Modern World History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
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STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA	PA.CC.1. 5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.6. 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. 5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.7.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.7.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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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.
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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.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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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.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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.
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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.
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STANDARD AREA / STATEMENT		Range of Reading
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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.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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.
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.1.5.8.	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.

Lesson 02: Unit 2 Writing from Notes, p. 17-26

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

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

STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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		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.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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		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.

Lesson 04: Unit 2 Writing from Notes, p. 33-40

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

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

STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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		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.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 3.6.	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.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.

DESCRIPTOR / STANDARD	CC.1.4.6.Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.7.B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.7.C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.7. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.7. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.7. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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		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.	Writing: Students 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.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		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.

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Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 3.6.	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.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.

DESCRIPTOR / STANDARD	CC.1.4.6.Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.7.B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.7.C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.7. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.7. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.7. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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		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.	Writing: Students 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.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		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.

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Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 3.6.	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.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.

DESCRIPTOR / STANDARD	CC.1.4.6.Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.7.B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.7.C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.7. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.7. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.7. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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		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.	Writing: Students 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.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		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.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 3.6.	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.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.

DESCRIPTOR / STANDARD	CC.1.4.6.Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.7.B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.7.C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.7. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.7. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.7. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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		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.	Writing: Students 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.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		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.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

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

STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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		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.

Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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		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.

Lesson 11: Unit 4 Summarizing a Reference, p. 99-106

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

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

STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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		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.

Lesson 12: Unit 4 Summarizing a Reference, p. 107-118

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.6. 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. 5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.6. 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. 5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.2.7.F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD	CC.1.2.7.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.7.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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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.
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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.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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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.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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.
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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.
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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
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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.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
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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.
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STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.8. Q.	Write with an awareness of the stylistic aspects of writing.
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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.
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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.
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.

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA **PA.CC.1.3.6.** **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.1.3.6.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.1.4.6.** **Writing: Students write for 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.1.4.6.A.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students write for 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.1.4.6.E.** Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD **CC.1.4.6.E.2.** Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6.K.** Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD **CC.1.4.6.K.2.** Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.6.** **Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.7. E.2. Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.7.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD CC.1.4.7. K.2. Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA **PA.CC.1.4.7.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Focus
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STANDARD CC.1.4.7. N. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

SUBJECT / STANDARD AREA **PA.CC.1.4.7.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD CC.1.4.7. O. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.7.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD CC.1.4.7. P. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

SUBJECT / STANDARD AREA **PA.CC.1.4.7.** **Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion

STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task

STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.8. E.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.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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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: 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		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.	Writing: Students 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.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.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		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.
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.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.6. 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.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Narrative: Focus
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STANDARD	CC.1.4.7. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Narrative: Content
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STANDARD	CC.1.4.7. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Narrative: Organization
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STANDARD	CC.1.4.7. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Narrative: Style
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STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
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DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task

STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
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: Style
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.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		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: 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		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.	Writing: Students 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.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.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		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.
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.

Lesson 15: Unit 5 Writing from Pictures, p. 139-146

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. 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. 4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. N.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.6. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.2.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. 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.1.5.6.	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.1.5.6. 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.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.7.E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.7.E.2.	Use sentences of varying lengths and complexities.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.7.K.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.7. N.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.7. O.	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.7. P.	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.1.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.3.	Use precise language.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.4.	Develop and maintain a consistent voice.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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		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.
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: Style
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.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		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: 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		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.	Writing: Students 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.
DESCRIPTOR / STANDARD	CC.1.4.8. Q.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		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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.3.6. 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.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.7. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.7. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7. .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.

DESCRIPTOR / STANDARD	CC.1.4.7.E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7.Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7.T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7.V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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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.
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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		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.
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.
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.
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		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.
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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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6.A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.3.6. 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.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.7. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.7. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7. .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.

DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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.
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		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.
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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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6.A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.3.6. 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.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.7. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.7. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.1 .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.

DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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.
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		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.
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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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
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STANDARD	CC.1.2.6.A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.2.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: 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.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: 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.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.3.6. 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.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.7. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.7. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7. .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.

DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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.
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.
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		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.
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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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 20: Unit 7 Inventive Writing, p. 195-202

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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.
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.
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		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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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.
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.
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		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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 22: Unit 7 Inventive Writing, p. 213-220

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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.
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.
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		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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 23: Unit 7 Inventive Writing, p. 221-228

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6. 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. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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.
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.
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		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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 24: Unit 7 Inventive Writing, p. 229-238

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use

STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory

STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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.
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.
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		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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 25: Unit 8 Formal Essay Models, p. 239-248

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus

STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task

STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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		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.
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.
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.
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		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.
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.

Lesson 26: Unit 8 Formal Essay Models, p. 249-260

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.6. A.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: 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.1.2.6. B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
STANDARD	CC.1.2.6. C.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: 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.1.2.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SUBJECT / STANDARD AREA	PA.CC.1. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.2.6. 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.1.2.6. 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. 2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
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STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.2.6. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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STANDARD	CC.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.6. 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.1.3.6. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.7.B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.2.7.E.	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.7. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.7. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1. 2.7.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.7. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature

STANDARD	CC.1.4.7. S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process

STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research

STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources

STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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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.
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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.
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STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
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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.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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.
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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.
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STANDARD AREA / STATEMENT		Range of Reading
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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.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
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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.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
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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.
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STANDARD AREA / STATEMENT		Narrative: Style
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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		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.

Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.2.6.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.6. G.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. B.	Identify and introduce the topic for the intended audience.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to 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. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. E.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.

DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 4.6.	Writing: Students 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.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.6.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.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.6.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.1.5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD	CC.1.4.7. B.	Identify and introduce the topic clearly, including a preview of what is to follow.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
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STANDARD	CC.1.4.7. D.	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.7. E.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
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DESCRIPTOR / STANDARD	CC.1.4.7. E.3.	Develop and maintain a consistent voice.
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SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
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DESCRIPTOR / STANDARD	CC.1.4.7.K.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7.Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.7.Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature

STANDARD	CC.1.4.7.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process

STANDARD	CC.1.4.7.T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research

STANDARD	CC.1.4.7.V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources

STANDARD	CC.1.4.7.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Style
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STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
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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.
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STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
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STANDARD	CC.1.4.8. K.	Write with an awareness of the stylistic aspects of composition.
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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		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.
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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.
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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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		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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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD	CC.1.3.6.A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6.C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6.E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6.F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6.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.1.3.6.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.1.3.6.	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.1.3.6.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.6. H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6. K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6. K.3.	Develop and maintain a consistent voice.

SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.6. Q.	Write with an awareness of the stylistic aspects of writing.

DESCRIPTOR / STANDARD	CC.1.4.6. Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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STANDARD	CC.1.4.6. T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Conducting Research
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STANDARD	CC.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
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STANDARD	CC.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.6. 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. 5.6.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.6. 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.1.5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.7. B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
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STANDARD	CC.1.3.7. C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
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SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.7.1 .	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.1.3.7. J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7.C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7.E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.7.H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style

STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. K.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.
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: Style
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.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		Opinion/Argumentative: Focus
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.
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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.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.
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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.
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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.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
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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.
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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.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		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.
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.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-280

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.6. A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SUBJECT / STANDARD AREA	PA.CC.1. 3.6.	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.1.3.6. C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.6. E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6. E.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.6.H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6.K.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.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.1.5.6.	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.1.5.6.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.1.5.6.	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.1.5.6.D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements

STANDARD	CC.1.3.7. C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
SUBJECT / STANDARD AREA	PA.CC.1. 3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.7. H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7.K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7.K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7.K.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7.Q.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7.T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7.V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7.W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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STANDARD	CC.1.4.7.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.7.A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUBJECT / STANDARD AREA	PA.CC.1.5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
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STANDARD	CC.1.5.7.D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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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.
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STANDARD AREA / STATEMENT		Range of Reading
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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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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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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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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: Style
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.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		Opinion/Argumentative: Focus
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.
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.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. K.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		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		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.
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.
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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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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

Pennsylvania Core and Academic Standards

Language Arts

Grade 6 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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STANDARD	CC.1.3.6.A.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
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STANDARD	CC.1.3.6.B.	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
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STANDARD	CC.1.3.6.C.	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
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STANDARD	CC.1.3.6.E.	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
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SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. F.	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
SUBJECT / STANDARD AREA	PA.CC.1.3.6.	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.1.3.6. 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.1.3.6. 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.1.3.6.	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.1.3.6. K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for 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.1.4.6.E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.6.H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.6.K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.6.K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.6.K.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.6.Q.1.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUBJECT / STANDARD AREA	PA.CC.1.4.6.	Writing: Students 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.1.4.6.T.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. V.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. W.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUBJECT / STANDARD AREA	PA.CC.1. 4.6.	Writing: Students 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.1.4.6. 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. 5.6.	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.1.5.6. 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. 5.6.	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.1.5.6. D.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pennsylvania Core and Academic Standards

Language Arts

Grade 7 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.7.B.	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.7.C.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.7.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
STANDARD	CC.1.3.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SUBJECT / STANDARD AREA	PA.CC.1.3.7.	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.7.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.7.A.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
SUBJECT / STANDARD AREA	PA.CC.1.4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.7. C.	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.7. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. E.2.	Use sentences of varying lengths and complexities.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.7. H.	Introduce and state an opinion on a topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.7. K.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.7. K.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.7. K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.7. K.3.	Develop and maintain a consistent voice.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.7. Q.	Write with an awareness of the stylistic aspects of writing.
DESCRIPTOR / STANDARD	CC.1.4.7. Q.2.	Use sentences of varying lengths and complexities.

SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.7. T.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.7. V.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.7. W.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SUBJECT / STANDARD AREA	PA.CC.1. 4.7.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.7. X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.7. A.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUBJECT / STANDARD AREA	PA.CC.1. 5.7.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task

STANDARD	CC.1.5.7. D.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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.
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: Style
STANDARD	CC.1.4.8. E.	Write with an awareness of the stylistic aspects of composition.
DESCRIPTOR / STANDARD	CC.1.4.8. E.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		Opinion/Argumentative: Focus
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.
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.1.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DESCRIPTOR / STANDARD	CC.1.4.8. K.2.	Use sentences of varying lengths and complexities.
DESCRIPTOR / STANDARD	CC.1.4.8. K.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		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		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.
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.