Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science 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.**
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.1.5.6.**	**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.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.**
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.1.5.8.**	**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		**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.1.2.7.**	**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.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		**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		**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 03: Unit 2 Writing from Notes, p. 27-32

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.

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.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.

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.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.

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

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		**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.**
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		**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.

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		**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		**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		**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		**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.**
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		**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		**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.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

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		**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		**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		**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		**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.**
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		**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		**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.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

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		**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		**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		**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		**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.**
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		**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		**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.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

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		**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.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. 89-96

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		**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.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. 97-106

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		**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.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. 107-119

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.**
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.

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.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		**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		**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 13: Unit 5 Writing from Pictures, p. 119-128

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: 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: 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		**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.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: 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: 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**
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.**
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: 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: 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 14: Unit 5 Writing from Pictures, p. 129-138

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: 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: 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		**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: 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: 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**

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.**
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: 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: 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. 139-147

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: 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: 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		**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: 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: 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**
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.**
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: 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: 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 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.**
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.**
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.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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.7.**	**Writing: Students 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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.8.**	**Writing: Students 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 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.**
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		**Integration of Knowledge and Ideas: Analysis Across Texts**
STANDARD	CC.1.2.6.I.	Examine how two authors present similar information in different types of 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		**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.

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		**Integration of Knowledge and Ideas: Analysis Across Texts**
STANDARD	CC.1.2.7.I.	Analyze how two or more authors present and interpret facts on the same topic.
SUBJECT / STANDARD AREA	**PA.CC.1.2.7.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	CC.1.2.7.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD	CC.1.2.7.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
SUBJECT / STANDARD AREA	**PA.CC.1.2.7.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Range of Reading**
STANDARD	CC.1.2.7.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	**PA.CC.1.3.7.**	**Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

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

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		**Integration of Knowledge and Ideas: Analysis Across Texts**
STANDARD	CC.1.2.8.I.	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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.
SUBJECT / STANDARD AREA	**PA.CC.1. 4.8.**	**Writing: Students 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 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.**
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.**
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.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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.7.**	**Writing: Students 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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.8.**	**Writing: Students 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 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.**
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.**
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.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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.7.**	**Writing: Students 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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.8.**	**Writing: Students 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 20: Unit 7 Inventive Writing, p. 195-202

Pennsylvania Core and Academic Standards

Language Arts

Grade **6** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.2.6.**	**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.1.5.6.**	**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.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.**
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.1.5.8.**	**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 21: Unit 7 Inventive Writing, p. 203-212

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		**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.1.2.7.**	**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.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		**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		**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 22: Unit 7 Inventive Writing, p. 213-220

Pennsylvania Core and Academic Standards

Language Arts

Grade **6** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.2.6.**	**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.

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.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 23: Unit 7 Inventive Writing, p. 221-228

Pennsylvania Core and Academic Standards

Language Arts

Grade **6** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.2.6.**	**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.

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.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 24: Unit 8 Formal Essay Models, p. 229-240

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: 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.

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 25: Unit 8 Formal Essay Models, p. 241-252

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.
SUBJECT / STANDARD AREA	**PA.CC.1.4.6.**	**Writing: Students 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		**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.1.3.7.**	**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		**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.1.3.8.**	**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		**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 26: Unit 8 Formal Essay Models, p. 253-258

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: 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.

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 27: Unit 9 Formal Critique and Response to Literature, p. 259-268

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		**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.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-274

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.**
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		**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.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

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		**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.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-291

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.**
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.**
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		**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.