Academic Standards for English Language Arts

Grades Pre K–5
January 2013

Pennsylvania Department of Education

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

INTRODUCTION

These standards describe what students should know and be able to do with the English language, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K–12 continuum to reflect the demands of a college- and career-ready graduate:

Standard 1: Foundational Skills begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.

Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.

Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.

Standard 4: Writing develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.

Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA Core Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a "step" of growth on the "staircase") so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On the Standard Aligned System portal, it is a live link.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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Foundational Skills (Pre K–5) **1.1**
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading Informational Text **1.2**
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Reading Literature **1.3**
Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Writing **1.4**
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Speaking and Listening **1.5**
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Book Handling	**CC.1.1.PK.A** Practice appropriate book handling skills.	**CC.1.1.K.A** Utilize book handing skills.	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank
Print Concepts	**CC.1.1.PK.B** Identify basic features of print. • Differentiate between numbers and letters and letters and words. • Recognize and name some uppercase and lowercase letters of the alphabet.	**CC.1.1.K.B** Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all uppercase and lowercase letters of the alphabet.	**CC.1.1.1.B** Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank

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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Phonological Awareness	**CC.1.1.PK.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize rhyming words and when two or more words begin with the same sound (alliteration). • Count syllables in spoken words. • Segment single-syllable spoken words. • Isolate and pronounce initial sounds.	**CC.1.1.K.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.	**CC.1.1.1.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank

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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Phonics and Word Recognition	**CC.1.1.PK.D** Develop beginning phonics and word skills. • Associate some letters with their names and sounds. • Identify familiar words and environmental print.	**CC.1.1.K.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**CC.1.1.1.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. • Decode one- and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words.	**CC.1.1.2.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.	**CC.1.1.3.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.	**CC.1.1.4.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	**CC.1.1.5.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Fluency	Intentionally Blank	**CC.1.1.K.E** Read emergent-reader text with purpose and understanding.	**CC.1.1.1.E** Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CC.1.1.2.E** Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CC.1.1.3.E** Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CC.1.1.4.E** Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CC.1.1.5.E** Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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1.2	**Reading Informational Text** **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Key Ideas and Details Main Idea	**CC.1.2.PK.A** With prompting and support, retell key details of text that support a provided main idea.	**CC.1.2.K.A** With prompting and support, identify the main idea and retell key details of text.	**CC.1.2.1.A** Identify the main idea and retell key details of text.	**CC.1.2.2.A** Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	**CC.1.2.3.A** Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.2	**CC.1.2.4.A** Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2	**CC.1.2.5.A** Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.2
Key Ideas and Details Text Analysis	**CC.1.2.PK.B** Answer questions about a text.	**CC.1.2.K.B** With prompting and support, answer questions about key details in a text.	**CC.1.2.1.B** Ask and answer questions about key details in a text.	**CC.1.2.2.B** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1	**CC.1.2.4.B** Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1	**CC.1.2.5.B** Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1
Key Ideas and Details Text Analysis	**CC.1.2.PK.C** With prompting and support, make connections between information in a text and personal experiences.	**CC.1.2.K.C** With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	**CC.1.2.1.C** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**CC.1.2.2.C** Describe the connection between a series of events, concepts, or steps in a procedure within a text.	**CC.1.2.3.C** Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3	**CC.1.2.4.C** Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3	**CC.1.2.5.C** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3

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1.2	**Reading Informational Text** **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Craft and Structure Point of View	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	**CC.1.2.3.D** Explain the point of view of the author. E03.B-C.2.1.1	**CC.1.2.4.D** Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1	**CC.1.2.5.D** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1
Craft and Structure Text Structure	**CC.1.2.PK.E** Identify the front cover, back cover, and title page of a book.	**CC.1.2.K.E** Identify parts of a book (title, author) and parts of a text (beginning, end, details).	**CC.1.2.1.E** Use various text features and search tools to locate key facts or information in a text.	**CC.1.2.2.E** Use various text features and search tools to locate key facts or information in a text efficiently.	**CC.1.2.3.E** Use text features and search tools to locate and interpret information. E03.B-C.2.1.2	**CC.1.2.4.E** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2	**CC.1.2.5.E** Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2
Craft and Structure Vocabulary	**CC.1.2.PK.F** With prompting and support, answer questions about unfamiliar words read aloud from a text.	**CC.1.2.K.F** With prompting and support, ask and answer questions about unknown words in a text.	**CC.1.2.1.F** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**CC.1.2.2.F** Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	**CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2	**CC.1.2.4.F** Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2	**CC.1.2.5.F** Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2

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1.2	**Reading Informational Text** **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Integration of Knowledge and Ideas Diverse Media	**CC.1.2.PK.G** With prompting and support, answer questions to connect illustrations to the written word.	**CC.1.2.K.G** Answer questions to describe the relationship between illustrations and the text in which they appear.	**CC.1.2.1.G** Use the illustrations and details in a text to describe its key ideas.	**CC.1.2.2.G** Explain how graphic representations contribute to and clarify a text.	**CC.1.2.3.G** Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3	**CC.1.2.4.G** Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3	**CC.1.2.5.G** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. E05.B-C.3.1.3
Integration of Knowledge and Ideas Evaluating Arguments	Intentionally Blank	**CC.1.2.K.H** With prompting and support, identify the reasons an author gives to support points in a text.	**CC.1.2.1.H** Identify the reasons an author gives to support points in a text.	**CC.1.2.2.H** Describe how reasons support specific points the author makes in a text.	**CC.1.2.3.H** Describe how an author connects sentences and paragraphs in a text to support particular points. E03.B-C.3.1.1	**CC.1.2.4.H** Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1	**CC.1.2.5.H** Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1

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1.2	**Reading Informational Text** **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Integration of Knowledge and Ideas Analysis Across Texts	**CC.1.2.PK.I** With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	**CC.1.2.K.I** With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	**CC.1.2.1.I** Identify basic similarities in and differences between two texts on the same topic.	**CC.1.2.2.I** Compare and contrast the most important points presented by two texts on the same topic.	**CC.1.2.3.I** Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.2	**CC.1.2.4.I** Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2	**CC.1.2.5.I** Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2
Vocabulary Acquisition and Use	**CC.1.2.PK.J** Use new vocabulary and phrases acquired in conversations and being read to.	**CC.1.2.K.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	**CC.1.2.1.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	**CC.1.2.2.J** Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	**CC.1.2.3.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.B-V.4.1.1 E03.B-V.4.1.2	**CC.1.2.4.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2.	**CC.1.2.5.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2.

1.2	Reading Informational Text **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Vocabulary Acquisition and Use	**CC.1.2.PK.K** With prompting and support, clarify unknown words or phrases read aloud.	**CC.1.2.K.K** Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	**CC.1.2.1.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	**CC.1.2.2.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	**CC.1.2.3.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. E03.B-V.4.1.1	**CC.1.2.4.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. E04.B-V.4.1.1	**CC.1.2.5.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. E05.B-V.4.1.1
Range of Reading	**CC.1.2.PK.L** With prompting and support, actively engage in group reading activities with purpose and understanding.	**CC.1.2.K.L** Actively engage in group reading activities with purpose and understanding.	**CC.1.2.1.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.2.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.3.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.4.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.5.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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1.3	**Reading Literature** **Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Key Ideas and Details Theme	**CC.1.3.PK.A** With prompting and support, retell a familiar story in sequence with picture support.	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details.	**CC.1.3.1.A** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**CC.1.3.2.A** Recount stories and determine their central message, lesson, or moral.	**CC.1.3.3.A** Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2	**CC.1.3.4.A** Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	**CC.1.3.5.A** Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.A-K.1.1.2
Key Ideas and Details Text Analysis	**CC.1.3.PK.B** Answer questions about a particular story (who, what, how, when, and where).	**CC.1.3.K.B** Answer questions about key details in a text.	**CC.1.3.1.B** Ask and answer questions about key details in a text.	**CC.1.3.2.B** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**CC.1.3.3.B** Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1	**CC.1.3.4.B** Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1	**CC.1.3.5.B** Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1
Key Ideas and Details Literary Elements	**CC.1.3.PK.C** With prompting and support, answer questions to identify characters, settings, and major events in a story.	**CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story.	**CC.1.3.1.C** Describe characters, settings, and major events in a story, using key details.	**CC.1.3.2.C** Describe how characters in a story respond to major events and challenges.	**CC.1.3.3.C** Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3	**CC.1.3.4.C** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	**CC.1.3.5.C** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3

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1.3	**Reading Literature** **Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Craft and Structure Point of View	**CC.1.3.PK.D** With prompting and support, name the author and illustrator of a story.	**CC.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story.	**CC.1.3.1.D** Identify who is telling the story at various points in a text.	**CC.1.3.2.D** Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**CC.1.3.3.D** Explain the point of view of the author. E03.A-C.2.1.1	**CC.1.3.4.D** Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	**CC.1.3.5.D** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1
Craft and Structure Text Structure	**CC.1.3.PK.E** With prompting and support, recognize common types of text.	**CC.1.3.K.E** Recognize common types of text.	**CC.1.3.1.E** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	**CC.1.3.2.E** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**CC.1.3.3.E** Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	**CC.1.3.4.E** Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.	**CC.1.3.5.E** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Craft and Structure Vocabulary	**CC.1.3.PK.F** Answer questions about unfamiliar words read aloud from a story.	**CC.1.3.K.F** Ask and answer questions about unknown words in a text.	**CC.1.3.1.F** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**CC.1.3.2.F** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	**CC.1.3.3.F** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2	**CC.1.3.4.F** Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	**CC.1.3.5.F** Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.3 Reading Literature **Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Integration of Knowledge and Ideas Sources of Information	**CC.1.3.PK.G** Describe pictures in books using details.	**CC.1.3.K.G** Make connections between the illustrations and the text in a story (read or read aloud).	**CC.1.3.1.G** Use illustrations and details in a story to describe characters, setting, or events.	**CC.1.3.2.G** Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	**CC.1.3.3.G** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**CC.1.3.4.G** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**CC.1.3.5.G** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Integration of Knowledge and Ideas Text Analysis	**CC.1.3.PK.H** Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	**CC.1.3.K.H** Compare and contrast the adventures and experiences of characters in familiar stories.	**CC.1.3.1.H** Compare and contrast the adventures and experiences of characters in stories.	**CC.1.3.2.H** Compare and contrast two or more versions of the same story by different authors or from different cultures.	**CC.1.3.3.H** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. E03.A-C.3.1.1	**CC.1.3.4.H** Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1	**CC.1.3.5.H** Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.3	**Reading Literature** **Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Vocabulary Acquisition and Use Strategies	**CC.1.3.PK.I** With prompting and support, clarify unknown words or phrases read aloud.	**CC.1.3.K.I** Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	**CC.1.3.1.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	**CC.1.3.2.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	**CC.1.3.3.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. E03.A-V.4.1.1	**CC.1.3.4.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. E04.A-V.4.1.1	**CC.1.3.5.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. E05.A-V.4.1.1
Vocabulary Acquisition and Use	**CC.1.3.PK.J** Use new vocabulary and phrases acquired in conversations and being read to.	**CC.1.3.K.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	**CC.1.3.1.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	**CC.1.3.2.J** Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	**CC.1.3.3.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.A-V.4.1.1 E03.A-V.4.1.2	**CC.1.3.4.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2.	**CC.1.3.5.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2.
Range of Reading	**CC.1.3.PK.K** With prompting and support, actively engage in group reading activities with purpose and understanding.	**CC.1.3.K.K** Actively engage in group reading activities with purpose and understanding.	**CC.1.3.1.K** Read and comprehend literature on grade level, reading independently and proficiently.	**CC.1.3.2.K** Read and comprehend literature on grade level, reading independently and proficiently.	**CC.1.3.3.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.4.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.5.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory	**CC.1.4.PK.A** **Draw/dictate to compose informative/ explanatory texts examining a topic.**	**CC.1.4.K.A** **Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.**	**CC.1.4.1.A** **Write informative/ explanatory texts to examine a topic and convey ideas and information.**	**CC.1.4.2.A** **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**	**CC.1.4.3.A** **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**	**CC.1.4.4.A** **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**	**CC.1.4.5.A** **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
Informative/Expl anatory Focus	**CC.1.4.PK.B** With prompting and support, draw/dictate about one specific topic.	**CC.1.4.K.B** Use a combination of drawing, dictating, and writing to focus on one specific topic.	**CC.1.4.1.B** Identify and write about one specific topic.	**CC.1.4.2.B** Identify and introduce the topic.	**CC.1.4.3.B** Identify and introduce the topic. E03.C.1.2.1	**CC.1.4.4.B** Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1	**CC.1.4.5.B** Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1
Informative/Explanatory Content	**CC.1.4.PK.C** With prompting and support, generate ideas to convey information.	**CC.1.4.K.C** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	**CC.1.4.1.C** Develop the topic with two or more facts.	**CC.1.4.2.C** Develop the topic with facts and/or definitions.	**CC.1.4.3.C** Develop the topic with facts, definitions, details, and illustrations, as appropriate. E03C.1.2.2	**CC.1.4.4.C** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E04C.1.2.2 E04E.1.1.2	**CC.1.4.5.C** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E05C.1.2.2 E05E.1.1.2

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Organization	**CC.1.4.PK.D** With prompting and support, make logical connections between drawing and dictation.	**CC.1.4.K.D** Make logical connections between drawing and dictation/writing.	**CC.1.4.1.D** Group information and provide some sense of closure.	**CC.1.4.2.D** Group information and provide a concluding statement or section.	**CC.1.4.3.D** Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4	**CC.1.4.4.D** Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	**CC.1.4.5.D** Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Style	Intentionally Blank	**CC.1.4.K.E** With prompting and support, illustrate using details and dictate/write using descriptive words.	**CC.1.4.1.E** Choose words and phrases for effect.	**CC.1.4.2.E** Choose words and phrases for effect.	**CC.1.4.3.E** Choose words and phrases for effect. E03.D.2.1.1	**CC.1.4.4.E** Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	**CC.1.4.5.E** Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length. E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Conventions of Language	Intentionally Blank	**CC.1.4.K.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	**CC.1.4.1.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	**CC.1.4.2.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	**CC.1.4.3.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	**CC.1.4.4.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	**CC.1.4.5.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5
Opinion/ Argumentative	**Intentionally Blank**	**CC.1.4.K.G** **Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.**	**CC.1.4.1.G** **Write opinion pieces on familiar topics.**	**CC.1.4.2.G** **Write opinion pieces on familiar topics or texts.**	**CC.1.4.3.G** **Write opinion pieces on familiar topics or texts.**	**CC.1.4.4.G** **Write opinion pieces on topics or texts.**	**CC.1.4.5G** **Write opinion pieces on topics or texts.**

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Focus	Intentionally Blank	**CC.1.4.K.H** Form an opinion by choosing between two given topics.	**CC.1.4.1.H** Form an opinion by choosing among given topics.	**CC.1.4.2.H** Identify the topic and state an opinion.	**CC.1.4.3.H** Introduce the topic and state an opinion on the topic. E03.C.1.1.1	**CC.1.4.4.H** Introduce the topic and state an opinion on the topic. E04.C.1.1.1 E04.E.1.1.1	**CC.1.4.5.H** Introduce the topic and state an opinion on the topic. E05.C.1.1.1 E05.E.1.1.1
Opinion/Argumentative Content	Intentionally Blank	**CC.1.4.K.I** Support the opinion with reasons.	**CC.1.4.1.I** Support the opinion with reasons related to the opinion.	**CC.1.4.2.I** Support the opinion with reasons that include details connected to the opinion.	**CC.1.4.3.I** Support an opinion with reasons. E03.C.1.1.2	**CC.1.4.4.I** Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	**CC.1.4.5.I** Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Organization	Intentionally Blank	**CC.1.4.K.J** Make logical connections between drawing and writing.	**CC.1.4.1.J** Create an organizational structure that includes reasons and provides some sense of closure.	**CC.1.4.2.J** Create an organizational structure that includes reasons and includes a concluding statement.	**CC.1.4.3.J** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	**CC.1.4.4.J** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	**CC.1.4.5.J** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E05.C.1.1.1 E05.C.1.1.3 E05.C.1.1.5 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Style	Intentionally Blank	Intentionally Blank	**CC.1.4.1.K** Use a variety of words and phrases.	**CC.1.4.2.K** Use a variety of words and phrases to appeal to the audience.	**CC.1.4.3.K** Use a variety of words and sentence types to appeal to the audience. E03.D.1.1.9 E03.D.2.1.1	**CC.1.4.4.K** Choose words and phrases to convey ideas precisely. E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	**CC.1.4.5.K** Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Conventions of Language	Intentionally Blank	**CC.1.4.K.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	**CC.1.4.1.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	**CC.1.4.2.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	**CC.1.4.3.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	**CC.1.4.4.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	**CC.1.4.5.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.4 Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Narrative	**CC.1.4.PK.M** **Dictate narratives to describe real or imagined experiences or events.**	**CC.1.4.K.M** **Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.**	**CC.1.4.1.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.2.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.3.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.4.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.5.M** **Write narratives to develop real or imagined experiences or events.**
Narrative Focus	**CC.1.4.PK.N** Establish who and what the narrative will be about.	**CC.1.4.K.N** Establish who and what the narrative will be about.	**CC.1.4.1.N** Establish who and what the narrative will be about.	**CC.1.4.2.N** Establish a situation and introduce a narrator and/or characters.	**CC.1.4.3.N** Establish a situation and introduce a narrator and/or characters. E03C.1.3.1	**CC.1.4.4.N** Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	**CC.1.4.5.N** Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1
Narrative Content	**CC.1.4.PK.O** With prompting and support describe experiences and events.	**CC.1.4.K.O** Describe experiences and events.	**CC.1.4.1.O** Include thoughts and feelings to describe experiences and events.	**CC.1.4.2.O** Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	**CC.1.4.3.O** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. E03C.1.3.2	**CC.1.4.4.O** Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	**CC.1.4.5.O** Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Narrative Organization	**CC.1.4.PK.P** Recount a single event and tell about the events in the order in which they occurred.	**CC.1.4.K.P** Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**CC.1.4.1.P** Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	**CC.1.4.2.P** Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	**CC.1.4.3.P** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4	**CC.1.4.4.P** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5	**CC.1.4.5.P** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5
Narrative Style	Intentionally Blank	Intentionally Blank	**CC.1.4.1.Q** Use a variety of words and phrases.	**CC.1.4.2.Q** Choose words and phrases for effect	**CC.1.4.3.Q** Choose words and phrases for effect. E03.D.2.1.1	**CC.1.4.4.Q** Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	**CC.1.4.5.Q** Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4

1.4 Writing

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative Conventions of Language	Intentionally Blank	**CC.1.4.K.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	**CC.1.4.1.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	**CC.1.4.2.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	**CC.1.4.3.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	**CC.1.4.4.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	**CC.1.4.5.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

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

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Response to Literature	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	**CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5	**CC.1.4.4.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6	**CC.1.4.5.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
Production and Distribution of Writing Writing Process	**CC.1.4.PK.T** With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	**CC.1.4.K.T** With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**CC.1.4.1.T** With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**CC.1.4.2.T** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**CC.1.4.3.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**CC.1.4.4.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**CC.1.4.5.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.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Technology and Publication	Intentionally Blank	**CC.1.4.K.U** With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	**CC.1.4.1.U** With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	**CC.1.4.2.U** With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	**CC.1.4.3.U** With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**CC.1.4.4.U** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**CC.1.4.5.U** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Conducting Research	**CC.1.4.PK.V** Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	**CC.1.4.K.V** Participate in individual or shared research projects on a topic of interest.	**CC.1.4.1.V** Participate in individual or shared research and writing projects.	**CC.1.4.2.V** Participate in individual or shared research and writing projects.	**CC.1.4.3.V** Conduct short research projects that build knowledge about a topic.	**CC.1.4.4.V** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**CC.1.4.5.V** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.4 Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**							
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Credibility, Reliability, and Validity of Sources	**CC.1.4.PK.W** With guidance and support, recall information from experiences or books.	**CC.1.4.K.W** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	**CC.1.4.1.W** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	**CC.1.4.2.W** Recall information from experiences or gather information from provided sources to answer a question.	**CC.1.4.3.W** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**CC.1.4.4.W** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**CC.1.4.5.W** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Range of Writing	Intentionally Blank	**CC.1.4.K.X** Write routinely over short time frames.	**CC.1.4.1.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.	**CC.1.4.2.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.	**CC.1.4.3.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.	**CC.1.4.4.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.	**CC.1.4.5.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.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.5	Speaking and Listening **Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Comprehension and Collaboration Collaborative Discussion	**CC.1.5.PK.A** Participate in collaborative conversations with peers and adults in small and larger groups.	**CC.1.5.K.A** Participate in collaborative conversations with peers and adults in small and larger groups.	**CC.1.5.1.A** Participate in collaborative conversations with peers and adults in small and larger groups.	**CC.1.5.2.A** Participate in collaborative conversations with peers and adults in small and larger groups.	**CC.1.5.3.A** Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	**CC.1.5.4.A** Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	**CC.1.5.5.A** Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration Critical Listening	**CC.1.5.PK.B** Answer questions about key details in a text read aloud or information presented orally or through other media.	**CC.1.5.K.B** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**CC.1.5.1.B** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**CC.1.5.2.B** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**CC.1.5.3.B** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	**CC.1.5.4.B** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CC.1.5.5.B** Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5	Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Comprehension and Collaboration Evaluating Information	**CC.1.5.PK.C** Respond to what a speaker says in order to follow directions, seek help, or gather information.	**CC.1.5.K.C** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**CC.1.5.1.C** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**CC.1.5.2.C** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.	**CC.1.5.4.C** Identify the reasons and evidence a speaker provides to support particular points.	**CC.1.5.5.C** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas Purpose, Audience, and Task	**CC.1.5.PK.D** Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	**CC.1.5.K.D** Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.	**CC.1.5.1.D** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**CC.1.5.2.D** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**CC.1.5.3.D** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	**CC.1.5.4.D** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	**CC.1.5.5.D** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.5	Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
	Grade Pre K	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Presentation of Knowledge and Ideas Context	**CC.1.5.PK.E** Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	**CC.1.5.K.E** Speak audibly and express thoughts, feelings, and ideas clearly.	**CC.1.5.1.E** Produce complete sentences when appropriate to task and situation.	**CC.1.5.2.E** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**CC.1.5.3.E** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**CC.1.5.4.E** Differentiate between contexts that require formal English versus informal situations.	**CC.1.5.5.E** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Integration of Knowledge and Ideas Multimedia	Intentionally Blank	Intentionally Blank	**CC.1.5.1.F** Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	**CC.1.5.2.F** Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	**CC.1.5.3.F** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**CC.1.5.4.F** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**CC.1.5.5.F** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Conventions of Standard English	**CC.1.5.PK.G** Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.	**CC.1.5.K.G** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	**CC.1.5.1.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	**CC.1.5.2.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	**CC.1.5.3.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	**CC.1.5.4.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.	**CC.1.5.5.G** Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Academic Standards for English Language Arts

Grades 6–12
January 2013

Pennsylvania Department of Education

Note: Draft version of the PA Common Standards, pending approval by the State Board.

INTRODUCTION

These standards describe what students should know and be able to do with the English language, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K–12 continuum to reflect the demands of a college- and career-ready graduate:

Standard 1: Foundational Skills begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.

Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.

Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.

Standard 4: Writing develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.

Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA Core Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a "step" of growth on the "staircase") so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On Standard Aligned System portal, it is a live link.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

TABLE OF CONTENTS

Foundational Skills (Pre K–5) **1.1**

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading Informational Text **1.2**

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Reading Literature **1.3**

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Writing **1.4**

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

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Speaking and Listening **1.5**

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2	Reading Informational Text **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Key Ideas and Details Main Idea	**CC.1.2.6.A** Determine ~~two or more main or~~ **THE** central ideas of a text and how ~~they are~~ **IT IS** conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.2	**CC.1.2.7.A** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. E07.B-K.1.1.2	**CC.1.2.8.A** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2	**CC.1.2.9–10.A** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	**CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
Key Ideas and Details Text Analysis	**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. E06.B-K.1.1.1	**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. E07.B-K.1.1.1	**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. E08.B-K.1.1.1	**CC.1.2.9–10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	**CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2 Reading Informational Text **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Key Ideas and Details Text Analysis	**CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3	**CC.1.2.7.C** Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3	**CC.1.2.8.C** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3	**CC.1.2.9–10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3	**CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
Craft and Structure Point of View	**CC.1.2.6.D** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1	**CC.1.2.7.D** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. E07.B-C.2.1.1	**CC.1.2.8.D** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E08.B-C.2.1.1	**CC.1.2.9–10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6	**CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
Craft and Structure Text Structure	**CC.1.2.6.E** Analyze the author's structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2	**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. E07.B-C.2.1.2	**CC.1.2.8.E** Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2	**CC.1.2.9–10.E** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3	**CC.1.2.11–12.E** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

1.2	Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Craft and Structure Vocabulary	**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. E06.B-V.4.1.1 E06.B-V.4.1.2	**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. E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3	**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. E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3	**CC.1.2.9–10.F** Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4	**CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
Integration of Knowledge and Ideas Diverse Media	**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.	**CC.1.2.7.G** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**CC.1.2.8.G** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**CC.1.2.9–10.G** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. L.N.2.2.3	**CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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1.2	Reading Informational Text **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Integration of Knowledge and Ideas Evaluating Arguments	**CC.1.2.6.H** Evaluate an author's argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1	**CC.1.2.7.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. E07.B-C.3.1.1	**CC.1.2.8.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E08.B-C.3.1.1	**CC.1.2.9–10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6	**CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
Integration of Knowledge and Ideas Analysis Across Texts	**CC.1.2.6.I** Examine how two authors present similar information in different types of text. E06.B-C.3.1.2	**CC.1.2.7.I** Analyze how two or more authors present and interpret facts on the same topic. E07.B-C.3.1.2	**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. E08.B-C.3.1.2	**CC.1.2.9–10.I** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	**CC.1.2.11–12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

1.2	Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Vocabulary Acquisition and Use	**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. E06.B-V.4.1.1 E06.B-V.4.1.2	**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. E07.B-V.4.1.1 E07.B-V.4.1.2	**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. E08.B-V.4.1.1 E08.B-V.4.1.2	**CC.1.2.9–10.J** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3	**CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Vocabulary Acquisition and Use	**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. E06.B-V.4.1.1	**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. E07.B-V.4.1.1	**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. E08.B-V.4.1.1	**CC.1.2.9–10.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4	**CC.1.2.11–12.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.
Range of Reading	**CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.7.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.8.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.9–10.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.11–12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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1.3 Reading Literature **Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Key Ideas and Details Theme	**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. E06.A-K.1.1.2	**CC.1.3.7.A** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. E07.A-K.1.1.2	**CC.1.3.8.A** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.2	**CC.1.3.9–10.A** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4	**CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Key Ideas and Details Text Analysis	**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. E06.A-K.1.1.1	**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. E07.A-K.1.1.1	**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. E08.A-K.1.1.1	**CC.1.3.9–10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.1.3.1 L.F.2.1.2	**CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Key Ideas and Details Literary Elements	**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. E06.A-K.1.1.3	**CC.1.3.7.C** Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3	**CC.1.3.8.C** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3	**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4	**CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

1.3	Reading Literature **Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Craft and Structure Point of View	**CC.1.3.6.D** Determine an author's ~~point of view or~~ purpose in a text and explain how it is conveyed in ~~the~~ **A** text. E06.A-C.2.1.1	**CC.1.3.7.D** ~~Determine~~ **ANALYZE HOW** an author~~'s~~ **DEVELOPS AND CONTRASTS THE** point**S** of view ~~or purpose~~ **OF DIFFERENT CHARACTERS OR NARRATORS** in a text ~~and analyze how the author distinguishes his or her position from that of others.~~ E07.A-C.2.1.1	**CC.1.3.8.D** ~~Determine~~ **ANALYZE HOW DIFFERENCES** ~~an author's~~ **IN THE** point**S** of view **OF THE CHARACTERS AND THE AUDIENCE OR READER (E.G., CREATED THROUGH THE USE OF DRAMATIC IRONY)** ~~or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints~~ **CREATE SUCH EFFECTS AS SUSPENSE OR HUMOR.** E08.A-C.2.1.1	**CC.1.3.9–10.D** Determine ~~an author's particular~~ **THE** point of view **OF THE TEXT** and analyze **THE IMPACT** ~~how rhetoric advances~~ the point of view **HAS ON THE MEANING OF THE TEXT.** L.F.2.3.6	**CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
Craft and Structure Text Structure	**CC.1.3.6.E** Analyze **HOW THE STRUCTURE OF A TEXT CONTRIBUTES TO** the development of **THEME, SETTING, AND PLOT.** ~~the meaning through the overall structure of the text.~~ E06.A-C.2.1.2	**CC.1.3.7.E** Analyze **HOW THE STRUCTURE OR FORM OF A TEXT CONTRIBUTES TO ITS** ~~the development of the~~ meaning ~~through the overall structure of the text.~~ E07.A-C.2.1.2	**CC.1.3.8.E** ~~Analyze~~ **COMPARE AND CONTRAST** the ~~development~~ **STRUCTURE** of ~~the meaning through the overall structure of multiple~~ **TWO OR MORE** texts **AND ANALYZE HOW THE DIFFERING STRUCTURE OF EACH TEXT CONTRIBUTES TO ITS MEANING AND STYLE.** E08.A-C.2.1.2	**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3	**CC.1.3.11–12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

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1.3	**Reading Literature** **Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Craft and Structure Vocabulary	**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. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2	**CC.1.3.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2	**CC.1.3.8.F** Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2	**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1	**CC.1.3.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
Integration of Knowledge and Ideas Sources of Information	**CC.1.3.6.G** Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	**CC.1.3.7.G** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**CC.1.3.8.G** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.	**CC.1.3.9–10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4	**CC.1.3.11–12.G** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Integration of Knowledge and Ideas	**CC.1.3.6.H** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1	**CC.1.3.7.H** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. E07.A-C.3.1.1	**CC.1.3.8.H** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. E08.A-C.3.1.1	**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1	**CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

1.3	**Reading Literature** **Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Vocabulary Acquisition and Use	**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. E06.A-V.4.1.1	**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. E07.A-V.4.1.1	**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. E08.A-V.4.1.1	**CC.1.3.9–10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4	**CC.1.3.11–12.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.
Vocabulary Acquisition and Use	**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. E06.A-V.4.1.1 E06.A-V.4.1.2	**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. E07.A-V.4.1.1 E07.A-V.4.1.2	**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. E08.A-V.4.1.1 E08.A-V.4.1.2	**CC.1.3.9–10.J** ~~Demonstrate understanding across content areas within~~ **ACQUIRE AND USE ACCURATELY** grade appropriate **GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES; GATHER VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.** ~~level texts of figurative language, word relationships, and the shades of meaning among related words.~~ L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4	**CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1.3	Reading Literature **Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Range of Reading	**CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.7.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.8.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.11–12.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Informative/ Explanatory	**CC.1.4.6.A** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**	**CC.1.4.7.A** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**	**CC.1.4.8.A** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**	**CC.1.4.9–10.A** **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.**	**CC.1.4.11–12.A** **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.**
Informative/Explanatory Focus	**CC.1.4.6.B** Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1	**CC.1.4.7.B** Identify and introduce the topic clearly, including a preview of what is to follow. E07.C.1.2.1 E07.E.1.1.1	**CC.1.4.8.B** Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1	**CC.1.4.9–10.B** Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1	**CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
Informative/Explanatory Content	**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. E06.C.1.2.2 E06.E.1.1.2	**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. E07.C.1.2.2 E07.E.1.1.2	**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. E08.C.1.2.2 E08.E.1.1.2	**CC.1.4.9–10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.E.1.1.2	**CC.1.4.11–12.C** Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

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

	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Informative/Explanatory Organization	**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. E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6	**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. E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6	**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. E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6	**CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. C.E.1.1.3 C.E.1.1.5	**CC.1.4.11–12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

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

	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Informative/Explanatory Style	**CC.1.4.6.E** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • ~~Use precise language.~~ • Develop and maintain a consistent voice • Establish and maintain a formal style E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5	**CC.1.4.7.E** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • ~~Use precise language.~~ • Develop and maintain a consistent voice • Establish and maintain a formal style E07.C.1.2.4 E07.C.1.2.5 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5	**CC.1.4.8.E** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5	**CC.1.4.9–10.E** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • ~~Establish and maintain a formal style.~~ C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7	**CC.1.4.11–12.E** • Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • ~~Establish and maintain a formal style.~~

1.4 Writing

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

	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Informative/Explanatory Conventions of Language	**CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	**CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	**CC.1.4.8.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5	**CC.1.4.11–12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	**CC.1.4.6.G** **Write arguments to support claims.**	**CC.1.4.7.G** **Write arguments to support claims.**	**CC.1.4.8.G** **Write arguments to support claims.**	**CC.1.4.9–10.G** **Write arguments to support claims in an analysis of substantive topics.**	**CC.1.4.11–12.G** **Write arguments to support claims in an analysis of substantive topics.**

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Opinion/Argumentative Focus	**CC.1.4.6.H** Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1	**CC.1.4.7.H** Introduce and state an opinion on a topic. E07.C.1.1.1 E07.E.1.1.1	**CC.1.4.8.H** Introduce and state an opinion on a topic. E08.C.1.1.1 E08.E.1.1.1	**CC.1.4.9–10.H** Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise claim. C.P.1.1.1	**CC.1.4.11–12.H** Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.
Opinion/Argumentative Content	**CC.1.4.6.I** Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2	**CC.1.4.7.I** Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E07.C.1.1.2 E07.E.1.1.2	**CC.1.4.8.I** Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E08.C.1.1.2 E08.E.1.1.2	**CC.1.4.9–10.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C.P.1.1.2 C.P.1.1.3	**CC.1.4.11–12.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

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

	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Opinion/Argumentative Organization	**CC.1.4.6.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6	**CC.1.4.7.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6	**CC.1.4.8.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6	**CC.1.4.9–10.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6	**CC.1.4.11–12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

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

	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Opinion/Argumentative Style	**CC.1.4.6.K** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. E06.C.1.1.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5	**CC.1.4.7.K** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. E07.C.1.1.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5	**CC.1.4.8.K** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5	**CC.1.4.9–10.K** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. ~~• Establish and maintain a formal style.~~ C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7	**CC.1.4.11–12.K** Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. ~~• Establish and maintain a formal style.~~

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Opinion/Argumentative Conventions of Language	**CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	**CC.1.4.7.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	**CC.1.4.8.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	**CC.1.4.9–10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5	**CC.1.4.11–12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Narrative	**CC.1.4.6.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.7.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.8.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.9–10.M** **Write narratives to develop real or imagined experiences or events.**	**CC.1.4.11–12.M** **Write narratives to develop real or imagined experiences or events.**
Narrative Focus	**CC.1.4.6.N** Engage and orient the reader by establishing a context and introducing a narrator and/or characters. E06.C.1.3.1	**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. E07.C.1.3.1	**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. E08.C.1.3.1	**CC.1.4.9–10.N** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	**CC.1.4.11–12.N** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Narrative Content	**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. E06.C.1.3.2 E06.C.1.3.4	**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. E07.C.1.3.2 E07.C.1.3.4	**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. E08.C1.3.2 E08.C1.3.4	**CC.1.4.9–10.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	**CC.1.4.11–12.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
Narrative Organization	**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. E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5	**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. E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5	**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. E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5	**CC.1.4.9–10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**CC.1.4.11–12.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Narrative Style	**CC.1.4.6.Q** Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4	**CC.1.4.7.Q** Write with an awareness of the stylistic aspects of writing. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice. E07.C.1.3.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5	**CC.1.4.8.Q** Write with an awareness of the stylistic aspects of writing. • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6	**CC.1.4.9-10.Q** Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.	**CC.1.4.11-12.Q** Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

1.4 Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Narrative Conventions of Language	**CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	**CC.1.4.7.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	**CC.1.4.8.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	**CC.1.4.9–10.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**CC.1.4.11–12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Response to Literature	**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. E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6	**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. E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6	**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. E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6	**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	**CC.1.4.11–12.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
Production and Distribution of Writing Writing Process	**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.	**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.	**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.	**CC.1.4.9–10.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**CC.1.4.11–12.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Technology and Publication	**CC.1.4.6.U** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**CC.1.4.7.U** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**CC.1.4.8.U** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**CC.1.4.9–10.U** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**CC.1.4.11–12.U** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
Conducting Research	**CC.1.4.6.V** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**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.	**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.	**CC.1.4.9–10.V** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**CC.1.4.11–12.V** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Credibility, Reliability, and Validity of Sources	**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.	**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.	**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.	**CC.1.4.9–10.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9-10**	**Grades 11-12**
Range of Writing	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.	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.	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.	CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11–12.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.

1.5	Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Comprehension and Collaboration Collaborative Discussion	**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.	**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.	**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.	**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Comprehension and Collaboration Critical Listening	**CC.1.5.6.B** Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	**CC.1.5.7.B** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**CC.1.5.8.B** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**CC.1.5.9–10.B** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**CC.1.5.11–12.B** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.5	**Speaking and Listening** **Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Comprehension and Collaboration Evaluating Information	**CC.1.5.6.C** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**CC.1.5.7.C** Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**CC.1.5.8.C** Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**CC.1.5.9–10.C** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge and Ideas Purpose, Audience, and Task	**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.	**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.	**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.	**CC.1.5.9–10.D** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	**CC.1.5.11–12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Presentation of Knowledge and Ideas Context	**CC.1.5.6.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.7.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.8.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.9–10.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.11–12E** Adapt speech to a variety of contexts and tasks.
Integration of Knowledge and Ideas Multimedia	**CC.1.5.6.F** Include multimedia components and visual displays in presentations to clarify information.	**CC.1.5.7.F** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**CC.1.5.8.F** Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	**CC.1.5.9–10.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	**CC.1.5.11–12.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

1.5	Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Conventions of Standard English	**CC.1.5.6.G** Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	**CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	**CC.1.5.8.G** Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	**CC.1.5.9–10.G** Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	**CC.1.5.11–12.G** Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Academic Standards for Mathematics

Grades PreK–High School
January 2013

Pennsylvania Department of Education

INTRODUCTION

The Common Core Standards in Mathematics in grades PreK–5 lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. Additionally, they set a rigorous definition of college and career readiness by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

This document includes PA Core Standards for **Mathematical Content** and **Mathematical Practice**. The mathematics standards define what students should understand and be able to do. Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency.

PA Core Standards
Mathematical Content and Mathematical Practice

Standards for Mathematical Content	Standards for Mathematical Practice
2.1 Numbers and Operations *A) Counting and Cardinality* *B) Numbers and Operations in Base Ten* *C) Numbers and Operations—Fractions* *D) Ratios and Proportional Relationships* *E) The Number System* *F) Number and Quantity*	• *Make sense of problems and persevere in solving them.* • *Reason abstractly and quantitatively.* • *Construct viable arguments and critique the reasoning of others.* • *Model with mathematics.* • *Use appropriate tools strategically.* • *Attend to precision.* • *Look for and make use of structure.* • *Look for and make sense of regularity in repeated reasoning.*
2.2 Algebraic Concepts *A) Operations and Algebraic Thinking* *B) Expressions & Equations* *C) Functions* *D) Algebra*	
2.3 Geometry *A) Geometry*	
2.4 Measurement, Data, and Probability *A) Measurement and Data* *B) Statistics and Probability*	

Standards cannot be viewed or addressed in isolation, as each standard depends upon or may lead into multiple standards across grades; thus, it is imperative that educators are familiar with both the standards that come before and those that follow a particular grade level. These revised standards reflect instructional shifts that cannot occur without the integrated emphasis on content and practice.

Standards are overarching statements of what a proficient math student should know and be able to do. The Pennsylvania Assessment Anchors and Eligible Content closely align with the revised standards and are an invaluable source for greater detail.

Key Points in Mathematics

- The standards stress both procedural skills and conceptual understanding to ensure students are learning and applying the critical information they need to succeed at higher levels.

- K–5 standards, which provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals*, help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into application. They also provide detailed guidance to teachers on how to navigate their way through topics such as *fractions, negative numbers, and geometry,* and do so by maintaining a continuous progression from grade to grade.

- Having built a strong foundation at K–5, students can do hands-on learning in geometry, algebra, and probability and statistics. Students who have mastered the content and skills through the seventh grade will be *well-prepared for algebra* in grade 8.

- High school standards emphasize *practicing applying mathematical ways of thinking to real world issues and challenges.*

Pennsylvania Core Standards
Mathematics

The PA Core Standards for Mathematics detail four standard areas: *Numbers and Operations*, *Algebraic Concepts*, *Geometry*, and *Measurement, Data, and Probability*. These standard areas are reflective of the reporting categories in the PA Core Assessment Anchors and Eligible Content. The intent of this document is to provide a useful tool for designing curriculum, instruction, and assessment. The grade level curriculum and instructional shifts in mathematics cannot occur without the integrated emphasis on content and practice. The chart below illustrates the four standard areas and the development and progression of the strands, with an understanding that all is framed around the Standards for Mathematical Practice.

Mathematical Standards: Development and Progression

	PreK	K	1	2	3	4	5	6	7	8	HS
Standards for Mathematical Practice Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure. Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.											
2.1 Numbers and Operations	(A) Counting & Cardinality										
		(B) Numbers and Operations in Base Ten						(D) Ratios and Proportional Relationships			(F) Number and Quantity
					(C) Numbers and Operations — Fractions			(E) The Number System			
2.2 Algebraic Concepts		(A) Operations and Algebraic Thinking						(B) Expressions and Equations			(D) Algebra
										(C) Functions	
2.3 Geometry		(A) Geometry									
2.4 Measurement, Data, and Probability		(A) Measurement and Data						(B) Statistics and Probability			

2.1 Numbers and Operations

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Look for and make use of structure.
Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

	Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3	Grade 4 2.1.4	Grade 5 2.1.5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(A) Counting & Cardinality	**CC.2.1.PreK.A.1** Know number names and the count sequence.	**CC.2.1.K.A.1** Know number names and write and recite the count sequence.	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*
	CC.2.1.PreK.A.2 Count to tell the number of objects.	**CC.2.1.K.A.2** Apply one-to-one correspondence to count the number of objects.					
	CC.2.1.PreK.A.3 Compare numbers.	**CC.2.1.K.A.3** Apply the concept of magnitude to compare numbers and quantities.					
(B) Numbers & Operations in Base Ten	*Intentionally Blank*	**CC.2.1.K.B.1** Use place value to compose and decompose numbers within 19.	**CC.2.1.1.B.1** Extend the counting sequence to read and write numerals to represent objects.	**CC.2.1.2.B.1** Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.	**CC.2.1.3.B.1** Apply place-value understanding and properties of operations to perform multi-digit arithmetic. M03.A-T.1.1.1 M03.A-T.1.1.2 M03.A-T.1.1.3 M03.A-T.1.1.4	**CC.2.1.4.B.1** Apply place-value concepts to show an understanding of multi-digit whole numbers. M04.A-T.1.1.1 M04.A-T.1.1.2 M04.A-T.1.1.3 M04.A-T.1.1.4	**CC.2.1.5.B.1** Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. M05.A-T.1.1.1 M05.A-T.1.1.2 M05.A-T.1.1.3 M05.A-T.1.1.4 M05.A-T.1.1.5
		Intentionally Blank	**CC.2.1.1.B.2** Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.	**CC.2.1.2.B.2** Use place-value concepts to read, write, and skip count to 1000.	*Intentionally Blank*	**CC.2.1.4.B.2** Use place-value understanding and properties of operations to perform multi-digit arithmetic. M04.A-T.2.1.1 M04.A-T.2.1.2 M04.A-T.2.1.3 M04.A-T.2.1.4	**CC.2.1.5.B.2** Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.1 M05.A-T.2.1.2 M05.A-T.2.1.3
			CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.	**CC.2.1.2.B.3** Use place-value understanding and properties of operations to add and subtract within 1000.	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*

2.1 Numbers and Operations

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

	Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3	Grade 4 2.1.4	Grade 5 2.1.5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(C) Numbers & Operations — Fractions	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	**CC.2.1.3.C.1** Explore and develop an understanding of fractions as numbers. M03.A-F.1.1.1 M03.A-F.1.1.2 M03.A-F.1.1.3 M03.A-F.1.1.4 M03.A-F.1.1.5	**CC.2.1.4.C.1** Extend the understanding of fractions to show equivalence and ordering. M04.A-F.1.1.1 M04.A-F.1.1.2	**CC.2.1.5.C.1** Use the understanding of equivalency to add and subtract fractions. M05.A-F.1.1.1
					Intentionally Blank	**CC.2.1.4.C.2** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. M04.A-F.2.1.1 M04.A-F.2.1.2 M04.A-F.2.1.3 M04.A-F.2.1.4 M04.A-F.2.1.5 M04.A-F.2.1.6 M04.A-F.2.1.7	**CC.2.1.5.C.2** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. M05.A-F.2.1.1 M05.A-F.2.1.2 M05.A-F.2.1.3 M05.A-F.2.1.4
					Intentionally Blank	**CC.2.1.4.C.3** Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). M04.A-F.3.1.1 M04.A-F.3.1.2 M04.A-F.3.1.3	*Intentionally Blank*

2.2 Algebraic Concepts

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

	Grade PreK 2.2.PreK	Grade K 2.2.K	Grade 1 2.2.1	Grade 2 2.2.2	Grade 3 2.2.3	Grade 4 2.2.4	Grade 5 2.2.5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(A) Operations and Algebraic Thinking	**CC.2.2.PreK.A.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**CC.2.2.K.A.1** Extend the concepts of putting together and taking apart to add and subtract within 10.	**CC.2.2.1.A.1** Represent and solve problems involving addition and subtraction within 20.	**CC.2.2.2.A.1** Represent and solve problems involving addition and subtraction within 100.	**CC.2.2.3.A.1** Represent and solve problems involving multiplication and division. M03.B-O.1.1.1 M03.B-O.1.1.2 M03.B-O.1.2.1 M03.B-O.1.2.2	**CC.2.2.4.A.1** Represent and solve problems involving the four operations. M04.B-O.1.1.1 M04.B-O.1.1.2 M04.B-O.1.1.3 M04.B-O.1.1.4	**CC.2.2.5.A.1** Interpret and evaluate numerical expressions using order of operations. M05.B-O.1.1.1 M05.B-O.1.1.2
	Intentionally Blank	*Intentionally Blank*	**CC.2.2.1.A.2** Understand and apply properties of operations and the relationship between addition and subtraction.	**CC.2.2.2.A.2** Use mental strategies to add and subtract within 20.	**CC.2.2.3.A.2** Understand properties of multiplication and the relationship between multiplication and division. M03.B-O.2.1.1 M03.B-O.2.1.2 M03.B-O.2.2.1	**CC.2.2.4.A.2** Develop and/or apply number theory concepts to find factors and multiples. M04.B-O.2.1.1	*Intentionally Blank*
	Intentionally Blank	*Intentionally Blank*	*Intentionally Blank*	**CC.2.2.2.A.3** Work with equal groups of objects to gain foundations for multiplication.	**CC.2.2.3.A.3** Demonstrate multiplication and division fluency.	*Intentionally Blank*	*Intentionally Blank*
	Intentionally Blank	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	**CC.2.2.3.A.4** Solve problems involving the four operations, and identify and explain patterns in arithmetic. M03.B-O.3.1.1 M03.B-O.3.1.2 M03.B-O.3.1.3 M03.B-O.3.1.4 M03.B-O.3.1.5 M03.B-O.3.1.6 M03.B-O.3.1.7	**CC.2.2.4.A.4** Generate and analyze patterns using one rule. M04.B-O.3.1.1 M04.B-O.3.1.2 M04.B-O.3.1.3	**CC.2.2.5.A.4** Analyze patterns and relationships using two rules. M05.B-O.2.1.1 M05.B-O.2.1.2

2.3 Geometry

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

	Grade PreK 2.3.PreK	Grade K 2.3.K	Grade 1 2.3.1	Grade 2 2.3.2	Grade 3 2.3.3	Grade 4 2.3.4	Grade 5 2.3.5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(A) Geometry	**CC.2.3.PreK.A.1** Identify and describe shapes.	**CC.2.3.K.A.1** Identify and describe two- and three-dimensional shapes.	**CC.2.3.1.A.1** Compose and distinguish between two- and three-dimensional shapes based on their attributes.	**CC.2.3.2.A.1** Analyze and draw two- and three-dimensional shapes having specified attributes.	**CC.2.3.3.A.1** Identify, compare, and classify shapes and their attributes. M03.C-G.1.1.1 M03.C-G.1.1.2	**CC.2.3.4.A.1** Draw lines and angles and identify these in two-dimensional figures. M04.C-G.1.1.1	**CC.2.3.5.A.1** Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. M05.C-G.1.1.1 M05.C-G.1.1.2
	CC.2.3.PreK.A.2 Analyze, compare, create, and compose shapes.	**CC.2.3.K.A.2** Analyze, compare, create, and compose two- and three-dimensional shapes.	**CC.2.3.1.A.2** Use the understanding of fractions to partition shapes into halves and quarters.	**CC.2.3.2.A.2** Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	**CC.2.3.3.A.2** Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. M03.C-G.1.1.3	**C.2.3.4.A.2** Classify two-dimensional figures by properties of their lines and angles. M04.C-G.1.1.2	**CC.2.3.5.A.2** Classify two-dimensional figures into categories based on an understanding of their properties. M05.C-G.2.1.1
	Intentionally Blank	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	**CC.2.3.4.A.3** Recognize symmetric shapes and draw lines of symmetry. M04.C-G.1.1.3	*Intentionally Blank*

2.4 Measurement, Data, and Probability

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

	Grade PreK 2.4.PreK	Grade K 2.4.K	Grade 1 2.4.1	Grade 2 2.4.2	Grade 3 2.4.3	Grade 4 2.4.4	Grade 5 2.4.5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(A)Measurement and Data	**CC.2.4.PreK.A.1** Describe and compare measurable attributes of length and weight of everyday objects.	**CC.2.4.K.A.1** Describe and compare attributes of length, area, weight, and capacity of everyday objects.	**CC.2.4.1.A.1** Order lengths and measure them both indirectly and by repeating length units.	**CC.2.4.2.A.1** Measure and estimate lengths in standard units using appropriate tools.	**CC.2.4.3.A.1** Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length. M03.D-M.1.2.1 M03.D-M.1.2.2 M03.D-M.1.2.3	**CC.2.4.4.A.1** Solve problems involving measurement and conversions from a larger unit to a smaller unit. M04.D-M.1.1.1 M04.D-M.1.1.2 M04.D-M.1.1.3 M04.D-M.1.1.4	**CC.2.4.5.A.1** Solve problems using conversions within a given measurement system. M05.D-M.1.1.1
	Intentionally Blank	*Intentionally Blank*	**CC.2.4.1.A.2** Tell and write time to the nearest half hour using both analog and digital clocks.	**CC.2.4.2.A.2** Tell and write time to the nearest five minutes using both analog and digital clocks.	**CC.2.4.3.A.2** Tell and write time to the nearest minute and solve problems by calculating time intervals. M03.D-M.1.1.1 M03.D-M.1.1.2	**CC.2.4.4.A.2** Translate information from one type of data display to another. M04.D-M.2.1.3	**CC.2.4.5.A.2** Represent and interpret data using appropriate scale. M05.D-M.2.1.2
	Intentionally Blank	*Intentionally Blank*	*Intentionally Blank*	**CC.2.4.2.A.3** Solve problems and make change using coins and paper currency with appropriate symbols.	**CC.2.4.3.A.3** Solve problems and make change involving money using a combination of coins and bills. M03.D-M.1.3.1 M03.D-M.1.3.2 M03.D-M.1.3.3	*Intentionally Blank*	*Intentionally Blank*

2.4 Measurement, Data, and Probability

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Look for and make use of structure.
Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

	Grade PreK 2.4.PreK	2.4.K Grade K	Grade 1 2.4.1	2.4.2 Grade 2	2.4.3 Grade 3	2.4.4 Grade 4	2.4.5 Grade 5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(A) Measurement and Data	**CC.2.4.PreK.A.4** Classify objects and count the number of objects in each category.	**CC.2.4.K.A.4** Classify objects and count the number of objects in each category.	**CC.2.4.1.A.4** Represent and interpret data using tables/charts.	**CC.2.4.2.A.4** Represent and interpret data using line plots, picture graphs, and bar graphs.	**CC.2.4.3.A.4** Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. M03.D-M.2.1.1 M03.D-M.2.1.2 M03.D-M.2.1.3 M03.D-M.2.1.4	**CC.2.4.4.A.4** Represent and interpret data involving fractions using information provided in a line plot. M04.D-M.2.1.1 M04.D-M.2.1.2	**CC.2.4.5.A.4** Solve problems involving computation of fractions using information provided in a line plot. M05.D-M.2.1.1
	Intentionally Blank	*Intentionally Blank*	*Intentionally Blank*	*Intentionally Blank*	**CC.2.4.3.A.5** Determine the area of a rectangle and apply the concept to multiplication and to addition. M03.D-M.3.1.1 M03.D-M.3.1.2	*Intentionally Blank*	**CC.2.4.5.A.5** Apply concepts of volume to solve problems and relate volume to multiplication and to addition. M05.D-M.3.1.1 M05.D-M.3.1.2
				CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	**CC.2.4.3.A.6** Solve problems involving perimeters of polygons and distinguish between linear and area measures. M03.D-M.4.1.1	**CC.2.4.4.A.6** Measure angles and use properties of adjacent angles to solve problems. M04.D-M.3.1.1 M04.D-M.3.1.2	*Intentionally Blank*

2.1. Numbers and Operations

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
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Use appropriate tools strategically.
Look for and make use of structure.
Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

	2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8		2.1.HS High School
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(D) Ratios & Proportional Relationships	**CC.2.1.6.D.1** Understand ratio concepts and use ratio reasoning to solve problems. M06.A-R.1.1.1 M06.A-R.1.1.2 M06.A-R.1.1.3 M06.A-R.1.1.4 M06.A-R.1.1.5	**CC.2.1.7.D.1** Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6	*Intentionally Blank*	(F) Number and Quantity	**CC.2.1.HS.F.1** Apply and extend the properties of exponents to solve problems with rational exponents. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4 **CC.2.1.HS.F.2** Apply properties of rational and irrational numbers to solve real world or mathematical problems. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A1.1.1.2.1 **CC.2.1.HS.F.3** Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2 **CC.2.1.HS.F.4** Use units as a way to understand problems and to guide the solution of multi-step problems. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2 **CC.2.1.HS.F.5** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2 **CC.2.1.HS.F.6** Extend the knowledge of arithmetic operations and apply to complex numbers. A2.1.1.1.1, A2.1.1.1.2, A2.1.1.2.1, A2.1.1.2.2 **CC.2.1.HS.F.7** Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4
(E) The Number System	**CC.2.1.6.E.1** Apply and extend previous understandings of multiplication and division to divide fractions by fractions. M06.A-N.1.1.1	**CC.2.1.7.E.1** Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.2 M07.A-N.1.1.3	**CC.2.1.8.E.1** Distinguish between rational and irrational numbers using their properties. M08.A-N.1.1.1 M08.A-N.1.1.2 A1.1.1.1.1 A1.1.1.1.2		
	CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. M06.A-N.2.1.1				
	CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. M06.A-N.2.2.1 M06.A-N.2.2.2 A1.1.1.2.1	*Intentionally Blank*	*Intentionally Blank*		

2.1. Numbers and Operations

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.	Model with mathematics.
Use appropriate tools strategically.	Attend to precision.
Look for and make use of structure.	Look for and express regularity in repeated reasoning.

2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers. M06.A-N.3.1.1 M06.A-N.3.1.2 M06.A-N.3.1.3 M06.A-N.3.2.1 M06.A-N.3.2.2 M06.A-N.3.2.3	*Intentionally Blank*	**CC.2.1.8.E.4** Estimate irrational numbers by comparing them to rational numbers. M08.A-N.1.1.3 M08.A-N.1.1.4 M08.A-N.1.1.5 A1.1.1.1.1	

2.2. Algebraic Concepts

The Standards of Mathematical Practices

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	2.2.6 Grade 6	2.2.7 Grade 7	2.2.8 Grade 8		2.2.HS High School
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(B) Expressions and Equations	**CC.2.2.6.B.1** Apply and extend previous understandings of arithmetic to algebraic expressions. M06.B-E.1.1.1 M06.B-E.1.1.2 M06.B-E.1.1.3 M06.B-E.1.1.4 M06.B-E.1.1.5	**CC.2.2.7.B.1** Apply properties of operations to generate equivalent expressions. M07.B-E.1.1.1	**CC.2.2.8.B.1** Apply concepts of radicals and integer exponents to generate equivalent expressions. M08.B-E.1.1.1 M08.B-E.1.1.2 M08.B-E.1.1.3 M08.B-E.1.1.4 A1.1.1.3.1	(D) Algebra	**CC.2.2.HS.D.1** Interpret the structure of expressions to represent a quantity in terms of its context. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2 **CC.2.2.HS.D.2** Write expressions in equivalent forms to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4, A2.1.2.2.1, A2.1.2.2.2 **CC.2.2.HS.D.3** Extend the knowledge of arithmetic operations and apply to polynomials. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2 **CC.2.2.HS.D.4** Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs. A2.1.2.2.1, A2.1.2.2.2 **CC.2.2.HS.D.5** Use polynomial identities to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4 **CC.2.2.HS.D.6** Extend the knowledge of rational functions to rewrite in equivalent forms. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4 **CC.2.2.HS.D.7** Create and graph equations or inequalities to describe numbers or relationships. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4 **CC.2.2.HS.D.8** Apply inverse operations to solve equations or formulas for a given variable. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2 **CC.2.2.HS.D.9** Use reasoning to solve equations and justify the solution method. A1.1.1.4.1, A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2 **CC.2.2.HS.D.10** Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4
	CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems. M06.B-E.2.1.1 M06.B-E.2.1.2 M06.B-E.2.1.3 M06.B-E.2.1.4	*Intentionally Blank*	**CC.2.2.8.B.2** Understand the connections between proportional relationships, lines, and linear equations. M08.B-E.2.1.1 M08.B-E.2.1.2 M08.B-E.2.1.3 A1.2.1.2.2		
	CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables. M06.B-E.3.1.1 M06.B-E.3.1.2	**CC.2.2.7.B.3** Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. M07.B-E.2.1.1 M07.B-E.2.2.1 M07.B-E.2.2.2 M07.B-E.2.3.1 A1.1.1.4.1	**CC.2.2.8.B.3** Analyze and solve linear equations and pairs of simultaneous linear equations. M08.B-E.3.1.1 M08.B-E.3.1.2 M08.B-E.3.1.3 M08.B-E.3.1.4 M08.B-E.3.1.5 A1.1.2.1.1 A1.1.2.2.1 A1.1.2.2.2		

2.2. Algebraic Concepts

The Standards of Mathematical Practices

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Look for and express regularity in repeated reasoning.

	2.2.6 Grade 6	2.2.7 Grade 7	2.2.8 Grade 8		2.2.HS High School
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(C) Functions	*Intentionally Blank*	*Intentionally Blank*	**CC.2.2.8.C.1** Define, evaluate, and compare functions. M08.B-F.1.1.1 M08.B-F.1.1.2 M08.B-F.1.1.3 A1.1.2.1.1 A1.2.1.1.2 A1.2.1.2.1 A1.2.1.2.2 **CC.2.2.8.C.2** Use concepts of functions to model relationships between quantities. M08.B-F.2.1.1 M08.B-F.2.1.2 A1.1.2.1.3 A1.2.1.1.1 A1.2.1.2.2 A1.2.2.1.3 A1.2.2.1.4	(C) Functions	**CC.2.2.HS.C.1** Use the concept and notation of functions to interpret and apply them in terms of their context. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5 **CC.2.2.HS.C.2** Graph and analyze functions and use their properties to make connections between the different representations. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1:1, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4 **CC.2.2.HS.C.3** Write functions or sequences that model relationships between two quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4 **CC.2.2.HS.C.4** Interpret the effects transformations have on functions and find the inverses of functions. A1.2.1.2.1, A1.2.1.2.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1 **CC.2.2.HS.C.5** Construct and compare linear, quadratic, and exponential models to solve problems. A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1 **CC.2.2.HS.C.6** Interpret functions in terms of the situations they model. A1.2.1.2.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.2.1, A2.1.3.1.3,A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1 **CC.2.2.HS.C.7** Apply radian measure of an angle and the unit circle to analyze the trigonometric functions. **CC.2.2.HS.C.8** Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs. **CC.2.2.HS.C.9** Prove the Pythagorean identity and use it to calculate trigonometric ratios. G.1.3.2.1, G.2.1.1.1, G.2.1.1.2

2.3. Geometry

The Standards of Mathematical Practices

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	Grade 6 2.3.6	Grade 7 2.3.7	Grade 8 2.3.8		High School 2.3.HS
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(A) Geometry	**CC.2.3.6.A.1** Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume. M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3 M06.C-G.1.1.4 M06.C-G.1.1.5 M06.C-G.1.1.6	**CC.2.3.7.A.1** Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. M07.C-G.2.1.1 M07.C-G.2.1.2 M07.C-G.2.2.1 M07.C-G.2.2.2	**CC.2.3.8.A.1** Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems. M08.C-G.3.1.1 G.2.3.1.2	(A) Geometry	**CC.2.3.HS.A.1** Use geometric figures and their properties to represent transformations in the plane. G.1.3.1.1, G.1.3.1.2 **CC.2.3.HS.A.2** Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2 **CC.2.3.HS.A.3** Verify and apply geometric theorems as they relate to geometric figures. G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5 **CC.2.3.HS.A.4** Apply the concept of congruence to create geometric constructions. **CC.2.3.HS.A.5** Create justifications based on transformations to establish similarity of plane figures. G.1.3.1.1, G.1.3.1.2 **CC.2.3.HS.A.6** Verify and apply theorems involving similarity as they relate to plane figures. G.1.3.1.1, G.1.3.1.2, G.1.3.2.1 **CC.2.3.HS.A.7** Apply trigonometric ratios to solve problems involving right triangles. G.2.1.1.1, G.2.1.1.2 **CC.2.3.HS.A.8** Apply geometric theorems to verify properties of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1 **CC.2.3.HS.A.9** Extend the concept of similarity to determine arc lengths and areas of sectors of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5, G.2.2.3.1 **CC.2.3.HS.A.10** Translate between the geometric description and the equation for a conic section. A2.2.1.1.4, A2.2.2.1.1 **CC.2.3.HS.A.11** Apply coordinate geometry to prove simple geometric theorems algebraically. G.2.1.2.1, G.2.1.2.2, G.2.1.2.3 **CC.2.3.HS.A.12** Explain volume formulas and use them to solve problems. G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 **CC.2.3.HS.A.13** Analyze relationships between two-dimensional and three-dimensional objects. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.2.3.2.1 **CC.2.3.HS.A.14** Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3
	Intentionally Blank	**CC.2.3.7.A.2** Visualize and represent geometric figures and describe the relationships between them. M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4	**CC.2.3.8.A.2** Understand and apply congruence, similarity, and geometric transformations using various tools. M08.C-G.1.1.1 M08.C-G.1.1.2 M08.C-G.1.1.3 M08.C-G.1.1.4 G.1.2.1.1 G.1.2.1.4 G.2.2.1.1			
	Intentionally Blank	*Intentionally Blank*	**CC.2.3.8.A.3** Understand and apply the Pythagorean Theorem to solve problems. M08.C-G.2.1.1 M08.C-G.2.1.2 M08.C-G.2.1.3 G.2.1.1.1 G.2.1.2.1		

2.4 Measurement, Data, and Probability

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

	Grade 6 2.4.6	Grade 7 2.4.7	Grade 8 2.4.8		High School 2.4.HS
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(B) Statistics and Probability	**CC.2.4.6.B.1** Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. M06.D-S.1.1.1 M06.D-S.1.1.2 M06.D-S.1.1.3 M06.D-S.1.1.4	**CC.2.4.7.B.1** Draw inferences about populations based on random sampling concepts. M07.D-S.1.1.1 M07.D-S.1.1.2	**CC.2.4.8.B.1** Analyze and/or interpret bivariate data displayed in multiple representations. M08.D-S.1.1.1 M08.D-S.1.1.2 M08.D-S.1.1.3 A1.2.2.2.1	(B) Statistics and Probability	**CC.2.4.HS.B.1** Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, **CC.2.4.HS.B.2** Summarize, represent, and interpret data on two categorical and quantitative variables. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.2.1, A2.2.1.1.1, A2.2.3.1.1, A2.2.3.1.2 **CC.2.4.HS.B.3** Analyze linear models to make interpretations based on the data. A1.2.2.2.1, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.1.1, A2.2.3.1.2 **CC.2.4.HS.B.4** Recognize and evaluate random processes underlying statistical experiments. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 **CC.2.4.HS.B.5** Make inferences and justify conclusions based on sample surveys, experiments, and observational studies. A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 **CC.2.4.HS.B.6** Use the concepts of independence and conditional probability to interpret data. A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 **CC.2.4.HS.B.7** Apply the rules of probability to compute probabilities of compound events in a uniform probability model. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3
	Intentionally Blank	**CC.2.4.7.B.2** Draw informal comparative inferences about two populations. M07.D-S.2.1.1	**CC.2.4.8.B.2** Understand that patterns of association can be seen in bivariate data utilizing frequencies. M08.D-S.1.2.1		
	Intentionally Blank	**CC.2.4.7.B.3** Investigate chance processes and develop, use, and evaluate probability models. M07.D-S.3.1.1 M07.D-S.3.2.1 M07.D-S.3.2.2 M07.D-S.3.2.3 A1.2.3.3.1	*Intentionally Blank*		

Key Terms for this Document

Standards for Mathematical Content—These standards define what students should know and be able to do in their study of mathematics.

Standards for Mathematical Practice—These standards describe the processes and proficiencies in which all students grades K–12 should engage. Educators must instill these standards of practice in their students so that they become habitual. The standards for mathematical practice should be used as the vehicle to deliver the standards of mathematical content.

Standard Algorithm—A locally agreed upon method of computation which is conventionally taught for solving mathematical problems.

Decimal Fraction—A fraction whose denominator is a power of ten (examples: 2/100, 8/10). These fractions are commonly expressed as decimals.

Unit Fraction—A rational number written as a fraction where the numerator is one and the denominator is a positive integer (example: 1/20).

Bivariate Data—The data involves two variables and is usually represented as a scatter plot.

Rule—A single operation (examples: add 5, multiply by 2).