<table>
<thead>
<tr>
<th>CONTINUED EMPHASIS</th>
<th>SPECIFIC PA CORE EMPHASIS</th>
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| Interpreting and Analyzing Fiction and Non-Fiction | • Analyzing the development of a central idea as it relates to the supporting details in a text (CC.1.2.8.A) (CC.1.3.8.A)  
• Analyzing how an author acknowledges and refutes opposition (CC.1.2.8.D) (CC.1.3.8.D)  
• Analyzing two texts that present conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (CC.1.2.8.I) |
| Interpreting and Analyzing Literature (Fiction and Literary Non-Fiction) | • Focusing on how specific lines of dialogue or incidents impact the work or characters as a whole (CC.1.3.8.C)  
• Analyzing how the author acknowledges and responds to conflicting evidence on viewpoints (CC.1.2.8.D) (CC.1.3.8.D)  
• Comparing the production of a text as it compares to the written text and evaluating the choices made by the director/actors, etc. (CC.1.3.8.G)  
• Analyzing how a modern work draws on themes, patterns, and events of archetypal literature and then renders it new (CC.1.3.8.H)  
• Examining the structure of a specific paragraph within a text and the impact of its syntactical construction (CC.1.2.8.E) |
| Vocabulary Development | • Analyzing impact of specific word choices on meaning and tone, including analogies and allusions to other texts (CC.1.2.8.F) (CC.1.3.8.F) |
| Types of Writing Quality of Writing | • Developing a narrative voice through point of view, dialogue, description and structure of events (CC.1.4.8.O)  
• Writing literary analysis as it pertains to archetypal themes, events, and ideas (CC.1.4.8.S)  
• Writing routinely for various purposes, various audiences, and in varying time frames. (CC.1.4.8.X)  
• Writing to develop the analytical process (CC.1.4.8.S)  
• Using active and passive voice verbs and conditional and subjunctive mood to create a particular effect (CC.1.4.8.E) (CC.1.4.8.K) (CC.1.4.8.Q) |
| Research | • Conducting short research projects to answer a self-generated question and develop questions that allow for multiple avenues of exploration. (CC.1.4.8.V)  
• Developing research strategies for the purpose of gathering and utilizing multiple print and digital sources, assessing them for credibility and accuracy. (CC.1.4.8.W)  
• Quoting and paraphrasing resources, while following the standard format for citations and avoiding plagiarism (CC.1.4.8.W) |
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| Speaking and Listening | • Building on others ideas to clarify one’s own ideas (CC.1.5.8.A)  
  • Preparing for discussion through reading, note taking, and text annotating (CC.1.4.8.S)  
  • Following rules for collegial discussion (CC.1.5.8.A)  
  • Posing questions that connect to the discussion of others (CC.1.5.8.A)  
  • Learning to effectively agree to disagree (acknowledging the views of others and justifying their own view (CC.1.5.8.A)  
  • Evaluating the soundness of a speaker’s persuasive claim (CC.1.5.8.C)  
  • Delivering a persuasive speech (CC.1.5.8.D)  
  • Adapting speech to audience and task, demonstrating an ability to implement formal and informal style as needed (CC.1.5.8.E) |
| Conventions of Standard English | • Foundational grammar should be taught in the context of reading, writing, and speaking. (CC.1.4.8.F) (CC.1.4.8.L) (CC.1.4.8.R)  
  • Employing active and passive voice (CC.1.4.8.E) (CC.1.4.8.K) (CC.1.4.8.Q)  
  • Understanding mood of verbs (i.e., indicative, imperative, interrogative conditional and subjunctive) (CC.1.4.8.E) (CC.1.4.8.K) (CC.1.4.8.Q)  
  • Correcting shifts in verb voice and mood (CC.1.4.8.E) (CC.1.4.8.K) (CC.1.4.8.Q) |
| Technology Literacy | • Evaluating the advantages and disadvantages of using different forms of media to present a particular topic (CC.1.5.8.B)  
  • Using technology to publish, present, and collaborate on written work (CC.1.4.8.U) |

* The purpose of this document is to provide a summary of similarities and differences between PA Academic Standards and PA Core Standards. This is not intended to be a curriculum guide – only to identify shifts in delivery of instruction.

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