

GRADES 9-10 PA CORE STANDARDS TRANSITION GUIDE *

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Interpreting and Analyzing Fiction and Non-Fiction	<ul style="list-style-type: none"> • Increasing reading of various types of literature including but not limited to world literature, US seminal documents, and governmental documents. • Analyzing with textual evidence that is both explicit and implicit. (CC.1.2.9-10.B) (CC.1.4.9-10.S) • Following the development of themes and central ideas over the course of the work. (CC.1.2.9-10.A) (CC.1.3.9-10.A) • Analyzing how and why an author manipulates text and its effects (CC.1.3.9-10.E) • Analyzing author's word choices and the impact on meaning and tone (CC.1.2.9-10.F) (CC.1.3.9-10.F) • Increasing awareness of text complexity (CC.1.2.9-10.K) (CC.1.3.9-10.K) • Drawing connections between texts (CC.1.2.9-10.I) (CC.1.3.9-10.E) (CC.1.3.9-10.G) • Analyzing validity and accuracy of an argument or claim and its evidence (CC.1.2.9-10.H)
Vocabulary Development	<ul style="list-style-type: none"> • Analyzing word choice and its effect on meaning and tone in the overall work. (CC.1.2.9-10.F) (CC.1.3.9-10.F) • Interpreting figures of speech goes beyond recognition to how they contribute to the meaning of the text. (CC.1.3.9-10.J) • Analyzing shades of meaning: connotation, nuance, detonation. (CC.1.3.9-10.J) • Acquiring and using specialized vocabulary (tier 3 and academic) (CC.1.2.9-10.J)
Types of Writing Quality of Writing	<ul style="list-style-type: none"> • Recognizing and addressing alternate or opposing claims and their relationship to stated position, argument or claim. (CC.1.4.9-10.I) (CC.1.4.9-10.J) • Developing narratives using real and imagined experiences (CC.1.4.9-10.M) • Write informative/explanatory to convey complex ideas (CC.1.4.9-10.A) • Strengthening writing through the process of revision and the considerations needed to strengthen writing. (CC.1.4.9-10.T) • Writing routinely for various purposes, various audiences, and in varying time frames. (CC.1.4.9-10.X)
Research	<ul style="list-style-type: none"> • Evaluation of validity of primary and secondary sources (CC.1.4.9-10.W) • Avoiding plagiarism and following a standard format for citation (CC.1.4.9-10.W)

* 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.

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Speaking and Listening	<ul style="list-style-type: none"> • Actively engaging in discussions using others' ideas and expressing own clearly and persuasively (CC.1.5.9-10.A) • Reading and researching prior to discussion in order to draw upon information during discussion. (CC.1.5.9-10.A) • Using collaboration to set rules for discussions, decision making, goal setting, defining roles and deadlines. (CC.1.5.9-10.A) • Using techniques to move a conversation forward (CC.1.5.9-10.A) • Evaluating speaker and techniques used by the speaker. (CC.1.5.9-10.C) • Including explicit techniques for responding to different perspectives. (CC.1.3.9-10.E) (CC.1.5.9-10.F)
Conventions of Standard English	<ul style="list-style-type: none"> • Focusing on usage and how it influences the quality of communication - integrated, not isolated (CC.1.2.9-10.F) (CC.1.2.9-10.G) (CC.1.3.9-10.J) • Develop command of grammar, mechanics and usage to show relationships and link ideas (CC.1.4.9-10.F) (CC.1.4.9-10.L) (CC.1.4.9-10.R) (CC.1.5.9-10.G)
Technology Literacy	<ul style="list-style-type: none"> • Using multimedia to aid comprehension. (CC.1.4.9-10.U) • Integrating multimedia sources of information presented in diverse media and formats. (CC.1.5.9-10.B) • Evaluating the validity and credibility of multimedia sources (CC.1.5.9-10.B) • Using digital media to enhance the understanding of evidence, reasoning and to add interest. (CC.1.5.9-10.F)

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