PENNSYLVANIA COMMON CORE STANDARDS English Language Arts Grade Pre K – 5

Key Ideas and Details Text Analysis	Key,Ideas and Details Main Idea	1.2
CC.1.2.PK.B Answer questions about a text.	CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.	Reading Informational Text Students read, understand, among ideas and between t
With prompting and support, answer questions about key details in a text.	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text	Reading Informational Text Students read, understand, and respond to informational text—with emphasis among ideas and between texts with focus on textual evidence. Grade Pre-K Grade K Grade 1 Grade 2 Grade 3
Askand answer Guestions about key details mattext	e main etell key ext	oond to informatic h focus on textual
Ask and answer duestions such as with the whole when why, and how to demonstrate understanding of key details in a text.	CC.1.2.2.A Identify the main idea of a multiplication idea of a multip	onal text—with e evidence.
As in answer questions about the questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	
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	the main ext and wit is by key mmarize	n comprehension, making connections
 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	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	ng connections

PENNSYLVANIA COMMON CORE STANDARDS English Language Arts Grade 6 - 12

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Key Ideas and Details	Key Ideas and Details	
Text Analysis	Main Idea	
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.	CC.1.2.6.A Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.2	Grade 6
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	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	Grade 7
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.	ucentral idea of a	Grade 8
 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. LN.1.3.1 LN.2.1.1 LN.2.1.2		Grade 9-10
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.	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.	Grade 11-12

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DRAFT	Opinion/ Argumentative Content	Argumentative Opinion/ Argumentative ontent Focus		1.4
DRAFT 4/20/12 1:35 pm	Intentionally Blank	Intentionally Blank	Intentionally Blank	Writing Students write for di appropriate content
	CC.1.4.K.I	Form an opinion by choosing between two given topics.	CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	Writing Students write for different purposes and audiences: Students write clear and focused appropriate content: Grade Pre-K Grade K Grade 1 Grade 2 Grad
	Support the opinion with reasons related to the opinion to the opinion	CC.1.4.1.H Form an opinion by choosing among given topics.	CC.1.4.1.G Write opinion pieces on familiar topics.	d audiences; Studen
	CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	CC.1.4.2.H Address of the topic and control of the	CC.1.4.2.G Write opinion pieces on familiar topics or texts.	ts write clear and foo
	CC.1.4.3.I Support an opinion with reasons. E03.C.1.1.2	CC.1.4.3.H Introduce the topic and state an opinion on the topic.	.3.G opinion pieces niliar topics or	The state of the s
	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.1.4.4.H Introduce the topic and state an opinion on the topic.	ion pieces r texts.	text to convey a well-defined perspective and
23	CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2	CC.1.4.5.H Introduce the topic and state an opinion on the topic. topic. E05.C.1.1.1 E05.E.1.1.1	CC.14.5G Write opinion pieces on topics or texts.	pective and

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	Opinion/Argumentative Content	Opinio	on/Argumer Focus	ntative	Opinion/Argumentative	7.1
E06.C.1.1.2 E06.E.1.1.2	Use clear reasons and relevant Use clear reasons and relevant Use clear reasons and relevant Use credience to support claims, using credible sources and demonstrating an understanding of the topic.	E06.C.1.1.1 E06.E.1.1.1		CC.1.4.6.H Introduce and state an opinion on a topic.	CC.1.4.6.G Write arguments to support claims.	Writing Students write for different purposes and audiences perspective and appropriate content.
E07.C.1.1.2 E07.E.1.1.2	Acknowledge alternate or Chain with logical reasoning and support with logical reasoning and selection and selection of the color of th	E07.C.1.1.1		CC.1.4.7.H Introduce and state an opinion on a topic.	CC.1.4.7.G Write arguments to support claims.	ent purposes and audie late content.
E08.C.1.1.2 E08.E.1.1.2	Acknowledge and distinguish the claim(s) from alternate or composing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	E08.C1.1.1 E08.E2.1.1.1 E08.E2.1.1.1		HCCTTARS.H	CC.1.4.8.G Write arguments to support claims.	nces. Students write clear ar
C.P.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.	CP.1.1.1	Introduce the precise claim.	CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and	CC.1.4.9-10.G CC.1.4.9-10.G Write arguments to support Claims in an analysis of Substantive topics.	
	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.		 Introduce the precise, knowledgeable claim. 	CC.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and	GC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.	d focused text to convey a well-defined