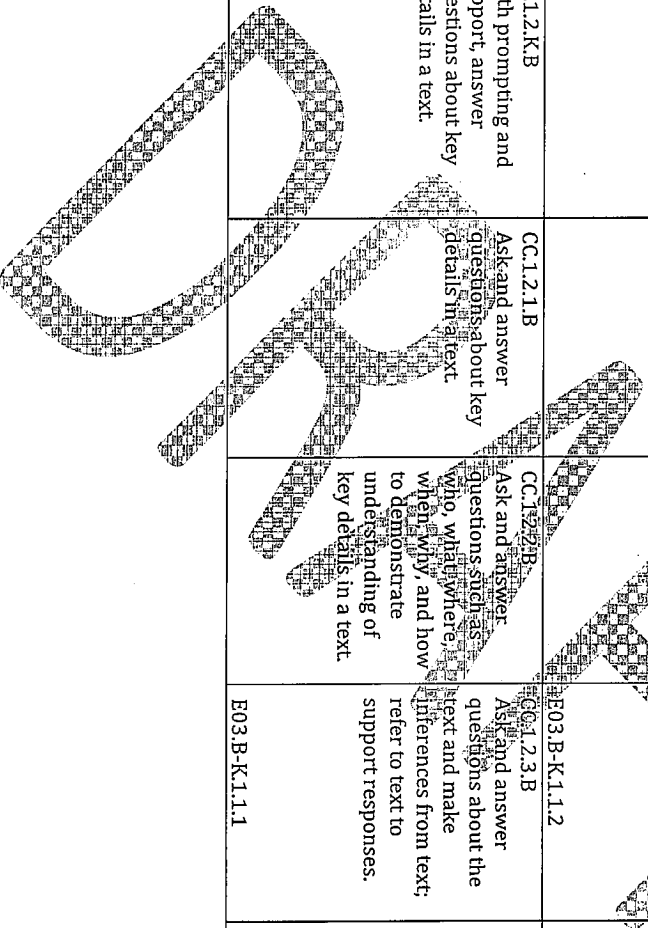


PENNSYLVANIA COMMON CORE STANDARDS
English Language Arts
Grade Pre K – 5

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, 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 Main Idea	CC.1.2.PKA With prompting and support, retell key details of text that support a provided main idea.	CC.1.2.KA With prompting and support, identify the main idea and retell key details of text.	CC.1.2.1A Identify the main idea and retell key details of text.	CC.1.2.2A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	CC.1.2.3A Determine the main idea of a text; recount the key details and explain how they support the main idea.	CC.1.2.4A Determine the main idea of a text and explain how it is supported by key details; summarize the text.	CC.1.2.5A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
Key Ideas and Details Text Analysis	CC.1.2.PKB Answer questions about a text.	CC.1.2.KB With prompting and support, answer questions about key details in a text.	CC.1.2.1B Ask and answer questions about key details in a text.	CC.1.2.2B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.2.3B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	CC.1.2.4B Refer to details and examples in text to support what the text says explicitly and make inferences.	CC.1.2.5B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.



PENNSYLVANIA COMMON CORE STANDARDS
English Language Arts
Grade 6 - 12

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Key Ideas and Details Main Idea	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.	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.	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.	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.	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.	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.1.2.8.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.	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.	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.
	E06-B-K.1.1.1	E07-B-K.1.1.1	E08-B-K.1.1.1	L.N.1.1.1 L.N.1.3.2 L.N.2.3.3	

PENNSYLVANIA COMMON 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	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.1.4.5.G Write opinion pieces on topics or texts.
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.	CC.1.4.4.H Introduce the topic and state an opinion on the topic.	CC.1.4.5.H Introduce the topic and state an opinion on the topic.
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.	CC.1.4.4.I Provide reasons that are supported by facts and details.	CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.
					E03.C.1.1.1 E03.E.1.1.1	E04.C.1.1.1 E04.E.1.1.1	E05.C.1.1.1 E05.E.1.1.1
					E03.C.1.1.2	E04.C.1.1.2 E04.E.1.1.2	E05.C.1.1.2 E05.E.1.1.2

PENNSYLVANIA COMMON 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	Grade 9-10	Grade 11-12
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.
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.	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. CP.1.1.2	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.