PA Common Core - Common Core – PA Academic Standard Crosswalk*

Grade	PA Common Core Standard	Common Core Standard	PA Academic Standard
		Foundational Skills	
5	**CC.1.1.5.D.**	**RF.5.3 (Phonics and Word Recognition)**	**1.1.5.B.**
	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.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
	CC.1.1.5.E.	**RF.5.4 (Fluency)**	**1.1.5.E.**
	Read with accuracy and fluency to support comprehension: • 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	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Demonstrate an appropriate rate of silent reading based upon grade level texts.
4	**CC.1.1.4.D.**	**RF.4.3 (Phonics and Word Recognition)**	**1.1.4.B.**
	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.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use knowledge of phonics (e.g., syllabication, root words, compound words, contractions, possessives, inflectional endings, prefixes, suffixes), the dictionary, or context clues to decode and understand new words during reading.
	CC.1.1.4.E.	**RF.4.4 (Fluency)**	**1.1.4.E.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Demonstrate fluency in oral reading of grade level texts; demonstrate an appropriate rate of silent reading based upon grade level texts.
3	**CC.1.1.3.D.**	**RF.3.3 (Phonics and Word Recognition)**	**1.1.3.B.**
	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. ead grade-appropriate irregularly spelled words	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. R d. Read grade-appropriate irregularly spelled words.	Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
	CC.1.1.3.E.	**RF.3.4 (Fluency)**	**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.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2	**1.1.2.D.**	**RF.2.3 (Phonics and Word Recognition)**	**1.1.2.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
	CC.1.1.2.E	**RF.2.4 (Fluency)**	**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.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Demonstrate accuracy and automaticity, in oral reading of grade level text.
1	**CC.1.1.1.B.**	**RF.1.1 (Print Concepts)**	**1.2.1.A.**
	Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Demonstrate concepts of print • Identify text organization and use content to derive meaning from text
	CC.1.1.1.C.	**RF.1.2 (Phononlogical Awareness)**	**1.1.1.B**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Use word recognition techniques: • Demonstrate phonological awareness through phoneme manipulation. • Demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.
CC.1.1.1.D	**RF.1.3 (Phonics and Word Recognition)**	**1.1.1.B**	
	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. ead grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. R d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Use word recognition techniques: • Demonstrate phonological awareness through phoneme manipulation. • Demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.
CC.1.1.1.E.	**RF.1.4 (Fluency)**	**1.1.1.E.**	

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. 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.	Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.
K	**CC.1.1.K.A.**		**1.2.K.A.**
	Utilize book handling skills.	N/A	Identify components of text organization.
	CC.1.1.K.B.	**RF.K.1 (Print Concepts)**	**1.2.K.A**
	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 upper and lower case letters of the alphabet	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Identify components of text organization.
	CC.1.1.K.C.	**RE.K.2 (Phonological Awareness)**	**1.1.K.E.**

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PA Common Core Standard	Common Core Standard	PA Academic Standard
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. Iso late and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Demonstrate accuracy and automaticity in phoneme segmentation, letter naming, letter-sound correspondence and blending (decoding) simple words.
CC.1.1.K.D.	**RF.K.3 (Phonics and Word Recognition)**	**1.1.K.B.**
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. Disting uish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Employ word recognition techniques: • Use association strategies to identify letters. • Demonstrate phonological awareness through the segmenting and blending of phonemes. • Use knowledge of letter sound correspondence (alphabetic principle) to decode words in context.
CC.1.1.K.E.	**RF.K.4 (Fluency)**	**1.1.K.C.**
Read emergent-reader text with purpose and understanding.	4. Read emergent-reader texts with purpose and understanding.	Expand oral language through the use of an increasingly robust vocabulary.

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PK	**CC.1.1.PK.A.**		**1.2.1.A.**
	Practice appropriate book handling skills.	N/A	Demonstrate concepts of print • Identify text organization and use content to
	CC.1.1.PK.B.		**1.1.PK.B.**
	Identify basic features of print. • Differentiate between numbers and letters and letters and words • Recognize and name some upper and lower case letters of the alphabet.	N/A	Employ word recognition techniques: • Associate some letters with their names and sounds. • Differentiate letters from numbers. • Identify familiar words in environmental print.
	CC.1.1.PK.C.		**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.	N/A	Use new vocabulary when speaking.
	CC.1.1.PK.D.		**1.1.PK.E.**
	Develop beginning phonics and word skills. • Associates some letters with their names and sounds. • Identify familiar words and environmental print.	N/A	Apply knowledge of letters and sounds to read simple words.
		Informational Text	
11 & 12	**CC.1.2.11-12.A.**	**RI.11-12.2**	**1.2.12.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.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the theses, accuracy, thoroughness, logic, and reasoning.

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	CC.1.2.11-12.B.	**RI.11-12.1**	**1.2.12.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.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.
	CC.1.2.11-12.C.	**RI.11-12.3**	**1.2.12.C.**
	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-
	CC.1.2.11-12.D.	**RI.11-12.6**	**1.2.12.D.**
	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content	Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit
	CC.1.2.11-12.E.	**RI.11-12.5**	**1.2.12.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.	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.	Identify, analyze, and evaluate the structure and the format of a variety of complex informational texts for clarity, simplicity, and coherence, as well as appropriateness of graphics and visual appeal.
	CC.1.2.11-12.F.	**RI.11-12.4**	**1.2.11.E.**
	Evaluate how words and phrases shape meaning and tone in texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze	Examine and respond to essential content of text and documents in all academic areas.
	CC.1.2.11-12.G.	**RI.11-12.7**	**1.2.11.B.**
	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.	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.	Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.
9 & 10	**CC.1.2.9-10.A.**	**RI.9-10.2**	**1.2.9.A.**

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	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.	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.	Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic.
	CC.1.2.9-10.B.	RI.9-10.1	1.2.L.D.
	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.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analyze textual evidence to make subtle inferences and draw complex conclusions.
	CC.1.2.9-10.C.	RI.9-10.3	1.2.10.D.
	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.	Analyze how the 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.	Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.
	CC.1.2.9-10.D.	RI.9-10.6	1.2.L.C.
	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Distinguish between essential and non-essential information by examining an author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and /or the author's argument or defense of a claim.
	CC.1.2.9-10.E.	RI.9-10.5	1.2.10.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.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Identify and analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
	CC.1.2.9-10.F.	RI.9-10.4	1.11.C.

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	Analyze how words and phrases shape meaning and tone in texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
	CC.1.2.9-10.G.	**RI.9-10.7**	**1.2.8.C.**
	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.	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.	Distinguish between essential and nonessential information across a texts to a variety of media; identify bias and propaganda where present.
8	**CC.1.2.8.A.**	**RI.8.2**	**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.	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.	Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic.
	CC.1.2.8.B.	**RI.8.1**	**1.2.L.D.**
	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.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Analyze textual evidence to make subtle inferences and draw complex conclusions.
	CC.1.2.8.C.	**RI.8.3**	**1.2.8.D.**
	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers
	CC.1.2.8.D.	**RI.8.6**	**1.2.8.A.**

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	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.	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.	Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness according to the author's **theses**, accuracy, thoroughness, and patterns of logic.
	CC.1.2.8.E.	**RI.8.5**	**1.2.8.A.**
	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Evaluate text organization and content to determine the author's purpose, **point of view,** and effectiveness according to the author's **theses,** accuracy, thoroughness, and patterns of logic.
	CC.1.2.8.F.	**RI.8.4**	**1.3.12.C.**
	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Analyze the effectiveness of **literary elements** used by authors in various **genres.** • Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves **style.**
	CC.1.2.8.G.	**RI.8.7**	**1.2.8.C.**
	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Distinguish between essential and nonessential information across a texts to a variety of media; identify **bias** and **propaganda** where present.
7	**1.2.7.A.**	**RI.7.2**	**1.1.7.D.**
	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.	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.	Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and arguments, distinguishing fact from opinion, and citing evidence from the text to support conclusions.
	CC.1.2.7.B.	**RI.7.1**	**1.2.7.D.**

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	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.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers. 1.2.5.D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
	CC.1.2.7.C.	**RI.7.3**	**1.3.7.C.**
	Analyze the interactions between individuals, events, and ideas in a text.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Interpret the use of **literary elements** within and among texts including **characterization,** setting, plot, **theme, point of view,** and **tone.**
	CC.1.2.7.D.	**RI.7.6**	**1.1.8.A**
	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.	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.	Apply appropriate strategies to interpret and analyze author's purpose, using grade level text.
	CC.1.2.7.E.	**RI.7.5**	**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.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Read, understand, and respond to essential content of text and documents in all academic areas.
	CC.1.2.7.F.	**RI.7.4**	**1.1.8.C.**
	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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Use meaning and knowledge of words (e.g., literal and figurative meanings, idioms, common foreign words) across content areas to expand a reading vocabulary.
	CC.1.2.7.G.	**RI.7.7**	**1.2.8.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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).	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).	Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, consumer and public documents, electronic media).
6	CC.1.2.6.A.	RI.6.2	1.1.6.D.
	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.	Determine a 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.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
	CC.1.2.6.B.	RI.6.1	1.2.6.D.
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
	CC.1.2.6.C.	RI.6.3	1.3.6.C.
	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Compare the **literary elements** within and among texts used by an author, including **characterization,** setting, plot, **theme,** and **point of view.**
	CC.1.2.6.D.	RI.6.6	1.2.6.A.
	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.
	CC.1.2.6.E.	RI.6.5	1.2.6.E.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Analyze the author's structure through the use of paragraphs, chapters, or sections.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Read, understand, and respond to essential content of text and documents in all academic areas.
	CC.1.2.6.F.	**RI.6.4**	**1.1.6.C.**
	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.
	1.2.6.G.	**RI.6.7**	**1.8.6.B.**
	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.	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.	Conduct inquiry and **research** on self-selected or assigned topics using a variety of appropriate media **sources** and strategies with teacher support.
5	**CC.1.2.5.A.**	**RI.5.2**	**1.2.5.E.**
	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Read, understand, and respond to essential content of text and documents in all academic areas.
	CC.1.2.5.B.	**RI.5.1**	**1.2.5.D.**
	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
	CC.1.2.5.C.	**RI.5.3**	**1.2.5.E.**
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Read, understand, and respond to essential content of text and documents in all academic areas.
	CC.1.2.5.D.	**RI.5.6**	**1.2.5.B.**
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Differentiate fact from opinion across multiple texts.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
CC.1.2.5.E.	**RI.5.5**	**1.2.5.E.**
Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Read, understand, and respond to essential content of text and documents in all academic areas.
CC.1.2.5.F.	**RI.5.4**	**1.1.5.C.**
Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
CC.1.2.5.G.	**RI.5.7**	**1.2.6.D**
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.	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.	Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
CC.1.2.5.H.	**RI.5.8**	**1.2.5.A**
Determine how an author supports particular points in a text through reasons and evidence.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Evaluate text organization and content to determine the author's purpose and effectiveness.
CC.1.2.5.I.	**RI.5.9**	**1.2.5.B.**
Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Differentiate fact from opinion across multiple texts.
CC.1.2.5.J.	**L.5.6**	**1.2.5.E.**
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.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	Read, understand, and respond to essential content of text and documents in all academic areas.
CC.1.2.5.K.	**RI.5.4**	**1.1.5.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
	CC.1.2.5.L.	**RI.5.10**	**1.2.5.C.**
	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band	Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration **(bias)** where present.
4	**CC.1.2.4.A.**	**RI.4.2**	**1.1.4.D.**
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Demonstrate comprehension /understanding before reading, during reading, and after on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about
	CC.1.2.4.B.	**RI.4.1**	**1.2.4.D.**
	Refer to details and examples in text to support what the text says explicitly and make inferences.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.
	CC.1.2.4.C.	**RI.4.3**	**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.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration **(bias)** where present.
	CC.1.2.4.D.	**RI.4.6**	**1.2.4.C.**
	Compare and contrast an event or topic told from two different points of view.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration **(bias)** where present.
	CC.1.2.4.E.	**RI.4.5**	**1.3.4.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Explain the literary elements in selected readings including characters, setting, plot, theme, and point of view.
	CC.1.2.4.F.	RI.4.4	1.1.4.B.
	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Use knowledge of phonics (e.g., syllabication, root words, compound words, contractions, possessives, inflectional endings, prefixes, suffixes), the dictionary, or context clues to decode and understand new
	CC.1.2.4.G.	RI.4.7	1.2.4.C.
	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.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
	CC.1.2.4.H.	RI.4.8	1.2.4.A.
	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text.	Analyze text organization and content to determine the author's purpose.
	CC.1.2.4.I.	RI.4.9	1.2.4.D.
	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.
	CC.1.2.4.J.	L.4.6	1.3.4.A.
	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.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Read, understand, and respond to works from various genres of literature
	CC.1.2.4.K.	RI.4.4	1.1.4.C.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.
	CC.1.2.4.L.	**RI.4.10**	**1.2.4.C.**
	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
3	**CC.1.2.3.A.**	**RI.3.2**	**1.1.3.A.**
	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the author's purpose and type, using grade level text.
	CC.1.2.3.B.	**RI.3.1**	**1.2.3.D.**
	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
	CC.1.2.3.C.	**RI.3.3**	**1.2.3.D.**
	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.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
	CC.1.2.3.D.	**RI.3.6**	**1.3.4.C.**
	Explain the point of view of the author.	Distinguish their own point of view from that of the author of a text.	Explain the literary elements in selected readings including characters, setting, plot, theme, and
	CC.1.2.3.E.	**RI.3.5**	**1.2.3.A.**
	Use text features and search tools to locate and interpret information.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Analyze text organization and content to derive meaning from text using criteria.

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CC.1.2.3.F.	**RI.3.4**	**1.1.3.C.**
Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary.
CC.1.2.3.G.	**RI.3.7**	**1.2.3.D.**
Use information gained from text features to demonstrate understanding of a text.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
CC.1.2.3.H.	**RI.3.8**	**1.1.3.D.**
Describe how an author connects sentences and paragraphs in a text to support particular points.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.2.3.I.	**RI.3.9**	**1.2.3.C.**
	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Distinguish between essential and nonessential information within and across a variety of texts, identifying exaggeration **(bias)** where present.
	CC.1.2.3.K.	**RI.3.4**	**1.1.3.C.**
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary.
	CC.1.2.3.L.	**RI.3.10**	**1.2.3.E.**
	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Read, understand, and respond to essential content of text in all academic areas.
2	**CC.1.2.2.A**	**RI.2.2**	**1.2.2.A**
	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Use text organization and content to derive meaning from text using criteria.
	CC.1.2.2.B.	**RI.2.1**	**1.2.2.C.**
	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Identify essential and nonessential information within and across a variety of texts.
	CC.1.2.2.C.	**RI.2.3**	**1.2.2.D.**
	Describe the connection between a series of events, concepts, or steps in a procedure within a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers
	CC.1.2.2.E.	**RI.2.5**	**1.2.2.A.**

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	Use various text features and search tools to locate key facts or information in a text efficiently.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Use text organization and content to derive meaning from text using criteria.
	CC.1.2.2.F.	RI.2.4	1.1.2.C.
	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
	CC.1.2.2.G.	RI.2.7	1.2.2.A.
	Explain how graphic representations contribute to and clarify a text.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use text organization and content to derive meaning from text using criteria.

PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
1	**CC.1.2.1.A**	**RI.1.2**	**1.1.2.D.**
	Identify the main idea and retell key details of text.	Identify the main topic and retell key details of a text.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
	CC.1.2.1.B	**RI.1.1**	**1.2.2.E.**
	Ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.	Read, understand, and respond to essential content of text in all academic areas.
	CC.1.2.1.C	**RI.1.3**	**1.3.1.C.**
	Describe the connection between two individual, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify literary elements (characters, setting, and main idea) in selected readings.
	CC.1.2.1.E	**RI.1.5**	**1.2.2.A**
	Use various text features and search tools to locate key facts or information in a text.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Use text organization and content to derive meaning from text using criteria
	CC.1.2.1.F	**RI.1.4**	**1.1.2.C**
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
	CC.1.2.1.G	**RI.1.7**	**1.2.2.A**
	Use the illustrations and details in a text to describe its key ideas.	Use the illustrations and details in a text to describe its key ideas.	Use text organization and content to derive meaning from text using criter.
	CC.1.2.1.H	**RI.1.8**	**1.1.1.A**
	Identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Use text organization and content to derive meaning from text using criteria
	CC.1.2.1.I	**RI.1.9**	**1.2.1.E**
	Identify basic similarities in and differences between two texts on the same topic.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Read, understand, and respond to essential content of text.
	CC1.2.1.J	**L.1.6**	**1.1.2.C**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary
	CC.1.2.1.K	**L.1.4**	**1.1.1.C**
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	Use increasingly robust vocabulary in oral and written language.
	CC.1.2.1.L	**RI.1.10**	**1.2.1.E**
	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	With prompting and support, read informational texts appropriately complex for grade 1.	Read, understand, and respond to essential content of text.
K	**CC.1.2.K.A**	**RI.K.1**	**1.1.K.D.**
	With prompting and support, identify the main idea and retell key details of text.	With prompting and support, ask and answer questions about key details in a text	Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling,
	CC.1.2.K.B	**RI.K.1**	
	With prompting and support, answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.	N/A
	CC.1.2.K.C	**RI.K.3**	**1.1.K.D.**
	With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge
	CC.1.2.K.E	**RI.K.5**	**1.2.K.A**
	Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Identify the front cover, back cover, and title page of a book.	Identify components of text organization.
	CC.1.2.K.F	**RI.K.4**	**1.1.K.C**
	With prompting and support, ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.	Expand oral language through the use of an increasingly robust vocabulary
	CC.1.2.K.G	**RI.K.7**	**1.1.K.E**

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	Answers questions to describe the relationship between illustrations and the text in which they appear.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Identify and respond to essential content of text
	CC.1.2.K.H	**RI.K.8**	**1.1.K.A**
	With prompting and support, identify the reasons an author gives to support points in a text.	With prompting and support, identify the reasons an author gives to support points in a text.	Identify the purpose and type (fiction and nonfiction) of text.
	CC.1.2.K.I	**RI.K.9**	**1.2.K.D**
	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	N/A	Make predictions, draw conclusions and explain whether or not predictions are confirmed, with adult assistance.
	CC.1.2.K.J	**L.K.6**	**1.1.K.B**
	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Employ word recognition techniques: • Use association strategies to identify letters. • Demonstrate phonological awareness through the segmenting and blending of phonemes. • Use knowledge of letter sound correspondence (alphabetic principle) to decode words in context.
	CC.1.2.K.K	**L.K.4**	**1.1.K.C**
	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content	Expand oral language through the use of an increasingly robust vocabulary
	CC.1.2.K.L	**RI.K.10**	**1.2.PK.A.**
	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.	Identify beginning and end of a story.
	CC.1.2.PK.B	N/A	**1.2.K.E**
	Answer questions about a text.		Identify and respond to essential content of text.
	CC.1.2.PK.C	N/A	**1.2.PK.D.**
	With prompting and support, make connections between information in a text and personal experiences.		Use illustration clues and story sequence to infer and predict what happens next in a story.
	CC.1.2.PK.E	N/A	**1.2.1.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Identify the front cover, back cover and title page of a book.		Demonstrate concepts of print. Identify text organization and use content to derive meaning from text.
	CC.1.2.PK.F	N/A	**1.1.K.C.**
	With prompting and support, answer questions about unfamiliar words read aloud from a text.		Expand oral language through the use of an increasingly robust vocabulary
	CC.1.2.PK.G	N/A	**1.2.PK.D.**
	With prompting and support, answer questions to connect illustrations to the written word.		Use illustration clues and story sequence to infer and predict what happens next in a story.
	CC.1.2.PK.I	N/A	**1.2.1.C.**
	With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.		Identify essential information within and across a variety of texts.
	CC.1.2.PK.J	N/A	**1.1.PK.C.**
	Use new vocabulary and phrases acquired in conversations and being read to.		Use new vocabulary when speaking.
	CC.1.2.PK.K	N/A	**1.1.PK.E.**
	With prompting and support, clarify unknown words or phrases read aloud.		Apply knowledge of letters and sounds to read simple words.
	CC.1.2.PK.L	N/A	**1.2.K.E.**
	With prompting and support, actively engage in group reading activities with purpose and understanding.		Identify and respond to essential content of text.
		Literature	
11-12	**CC.1.3.11-12.A**	RL.11-12.1	**1.2.12.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.
	CC.1.3.11-12.B	RL.11-12.3	1.2.12.C.
	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Examine the author's explicit and implicit **bias** and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.
	CC.1.3.11-12.C	RL.11-12.2	1.3.L.C.
	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.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Analyze the effectiveness of **literary elements** used by authors in various **genres**.
	CC.1.3.11-12.D		1.3.11.C.
	Evaluate how an author's point of view or purpose shapes the content and style of a text.	N/A	Analyze the relationships, use, and effectiveness of **literary elements (characterization**, setting, plot, **theme**, **point of view**, **tone**, mood, foreshadowing, **irony**, and **style**) used by one or more authors in similar **genres**.
	CC.1.3.11-12.E	RL.11-12.5	1.2.L.A.
	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.
	CC.1.3.11-12.F	RL.11-12.4	1.1.L.C.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Evaluate how words and phrases shape meaning and tone in texts.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
CC.1.3.11-12.G	**RL.11-12.7**	**1.3.L.A.**
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.)	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.)	Describe and **compare** the differing characteristics that distinguish the fiction and non-fiction forms of **narrative**, poetry, drama, and essay and determine how the form relates to meaning. Evaluate the impact of diverse cultures and writers on the development and growth of literature. Examine literature as it reflects traditional and contemporary **themes**, motifs, universal characters, and **genres**.
CC.1.3.11-12.H	**RL.11-12.9**	**1.3.12.A.**
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.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the **themes** and issues of its historical period.
CC.1.3.11-12.I	**L.11-12.4**	**1.1.12.C.**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
CC.1.3.11-12.J	**L.11-12.6**	**1.1.12.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
	CC.1.3.11-12.K	**RL.11-12.10**	**1.1.12.D.**
	Read and comprehend literary fiction on grade level, reading independently and proficiently.	BY the end of grade 11, read and comprehend literature including stories, drama, and poems in the grade 11 - CCR text complexity band proficiently, with scaffolding as needed in the high end of the range. By the end read and comprehend literature including stories, drama, and poems in the grade 11 - CCR text complexity band proficiently, with scaffolding as needed in the high end of the range independently and proficiently.	Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
9-10	**CC.1.3.9-10.A**	**RL.9-10.1**	**1.2.10.D.**
	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.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.
	CC.1.3.9-10.B	**RL.9-10.3**	**1.3.12.C.**
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze the effectiveness of **literary elements** used by authors in various **genres**. • Analyze the author's development of complex characters as well as their roles and functions in a variety of texts.
	CC.1.3.9-10.C	**RL.9-10.2**	

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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.	N/A
	CC.1.3.9-10.D	**RL.9-10.6**	**1.3.10.C.**
	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Analyze the use and effectiveness of **literary elements** (**characterization**, setting, plot, **theme**, **point of view**, **tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres.**
	CC.1.3.9-10.E	**RL.9-10.5**	**1.1.L.C.**
	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
	CC.1.3.9-10.F	**RL.9-10.4**	**1.1.L.C.**
	Analyze how words and phrases shape meaning and tone in texts.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
	1.3.9-10.G	**RL.9-10.7**	**1.3.10.C.**
	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	Analyze the use and effectiveness of **literary elements** (**characterization**, setting, plot, **theme**, **point of view**, **tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres**.
	1.3.9-10.H	**RL.9-10.9**	**1.3.10.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze the use and effectiveness of **literary elements** (**characterization**, setting, plot, **theme**, **point of view**, **tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres**.
	CC.1.3.9-10.I	**L.9-10.4**	**1.1.10.C.**
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.	Interpret the literal and figurative meanings of words to distinguish between what words mean literally and what they imply as well as word origins to understand both familiar and unfamiliar vocabulary.
	CC1.3.9-10.J	**L.9-10.5**	**1.1.10.C.**
	Demonstrate understanding across content areas within grade 9-10 level texts of figurative language, word relationships and the shades of meaning among related words.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Interpret the literal and figurative meanings of words to distinguish between what words mean literally and what they imply as well as word origins to understand both familiar and unfamiliar vocabulary.
	CC.1.3.9-10.K	**RL.9-10.10**	**1.3.10.A**
	Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Identify the differing characteristics that distinguish the literary fiction and non-fiction forms of **narrative**, poetry, drama, and essay and determine how the form relates to meaning.
8	**CC.1.3.8.A**	**RL.8.1**	**1.2.8.D.**
	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.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers.
	1.3.8.B	**RL.8.3**	**1.2.8.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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.	Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic.
	CC.1.3.8.C	RL.8.2	1.3.6.C.
	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.	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.	Compare the **literary elements** within and among texts used by an author, including **characterization**, setting, plot, **theme**, and **point of view**.
	CC.1.3.8.D		1.2.6.A.
	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.	N/A	Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.
	CC.1.3.8.E	RL.8.5	1.2.8.D.
	Analyze the development of the meaning through the overall structure of multiple texts.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers.
	CC.1.3.8.F	RL.8.4	1.1.8.C.
	Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Use meaning and knowledge of words (e.g., literal and figurative meanings, idioms, common foreign words) across content areas to expand reading vocabulary.
	CC.1.3.8.G	RL.8.7	1.3.8.B.
	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.	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 the director or actors.	Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.
	1.3.8.H	RL.8.9	1.3.8.C.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

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	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.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze the use of **literary elements** by an author including **characterization**, setting, plot, **theme**, **point of view**, **tone,** and **style**.
	CC.1.3.8.I	**L.8.4**	**1.1.8.B.**
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	Use context clues, knowledge of root words as well as a glossary/thesaurus to decode and understand specialized vocabulary in the content areas during reading.
	CC.1.3.8.J	**L.8.6**	**1.1.8.C.**
	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.	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.	Use meaning and knowledge of words (e.g., literal and figurative meanings, idioms, common foreign words) across content areas to expand reading vocabulary.
	CC.1.3.8.K	**RL.8.10**	**1.2.8.E.**
	Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Read, understand, and respond to essential content of text and documents in all academic areas.
7	**CC.1.3.7.A**	**RL.7.1**	**1.2.7.D.**
	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.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw inferences and conclusions based on a variety of information sources citing evidence from multiple texts to support responses.
	CC.1.3.7.B	**RL.7.3**	**1.3.7.B**
	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
	CC.1.3.7.C	**RL.7.2**	**1.3.7.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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. EO7.A-K.1.1.2	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.	Interpret the use of **literary elements** within and among texts including **characterization**, setting, plot, **theme**, **point of view**, and **tone.**
	CC.1.3.7.D	**RL.7.6**	**1.2.7.A**
	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.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Evaluate text organization and content to determine author's purpose, **point of view**, and effectiveness according to the author's position, accuracy, thoroughness, and use of logic.
	CC.1.3.7.E	**RL.7.5**	**1.1.7.D**
	Analyze the development of the meaning through the overall structure of the text.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Demonstrate comprehension/understanding before reading, during reading and after reading on grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and arguments, distinguishing fact from opinion, and citing evidence from the text to support conclusions.
	CC.1.3.7.F	**RL.7.4**	**1.1.7.B**
	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Use word analysis skills, context clues, knowledge of root words as well as a dictionary/thesaurus or glossary to decode and understand specialized vocabulary in content areas during reading.
	CC.1.3.7.G	**RL.7.7**	**1.3.7.B.**

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	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).	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).	Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author, for a specific purpose.
	CC.1.3.7.H	**RL.7.9**	**1.1.7.D.**
	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.	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.	Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and
	CC.1.3.7.I	**L.7.4**	**1.1.7.C**
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	Use meaning and knowledge of words (e.g., literal and figurative meanings, common foreign words) across content areas to expand reading vocabulary.
	CC.1.3.7.J	**L.7.6**	**1.1.7.C**
	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.	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.	Use meaning and knowledge of words (e.g., literal and figurative meanings, common foreign words) across content areas to expand reading vocabulary.
	CC.1.3.7.K	**RL.7.10**	**1.2.6.E**
	Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read, understand, and respond to essential content of text and documents in all academic areas.
6	**CC.1.3.6.A**	**RL.6.1**	**1.1.6.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
CC.1.3.6.B	**RL.6.3**	**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.	Describe how a particular story's 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.	Compare the **literary elements** within and among texts used by an author, including **characterization**, setting, plot, **theme**, and **point of view**.
CC.1.3.6.C	**RL.6.2**	**1.1.6.D.**
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.	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.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
CC.1.3.6.D	**RL.6.6**	**1.2.6.**
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	Explain how an author develops the point of view of the narrator or speaker in a text.	Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.
CC.1.3.6.E	**RL.6.5**	**1.2.6.A.**
Analyze the development of the meaning through the overall structure of the text.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.
CC.1.3.6.F	**RL.6.4**	**1.1.6.C**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Determine the meaning of words and phrases as Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.
CC.1.3.6.G	**RL.6.7**	**1.3.6.B**
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.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.
CC.1.3.6.H	**RL.6.9**	**1.3.6.C.**
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.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare the **literary elements** within and among texts used by an author, including **characterization**, setting, plot, **theme**, and **point of view**.
CC.1.3.6.I	**L.6.4**	**1.1.6.C.**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.
CC.1.3.6.J	**L.6.6**	**1.2.6.E.**
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.	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.	Read, understand, and respond to essential content of text and documents in all academic areas.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.3.6.K	**RL.6.10**	**1.2.6.D**
	Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
5	**CC.1.3.5.A**	**RL.5.1**	**1.2.5.D**
	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
	CC.1.3.5.B	**RL.5.3**	**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.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Compare the use of **literary elements** within and among texts including characters, setting, plot, **theme** and **point of view**.
	CC.1.3.5.C	**RL.5.2**	**1.3.5.C**
	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.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges on how the speaker in a poem reflects upon a topic; summarize the text.	Compare the use of **literary elements** within and among texts including characters, setting, plot, **theme** and **point of view**.
	CC.3.5.D1.	**RL.5.6**	**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.	Describe how a narrator's or speaker's point of view influences how events are described.	Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
	CC.1.3.5.E	**RL.5.5**	**1.3.5.B**
	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Identify and analyze the characteristics of different **genres** such as poetry, drama, and fiction.
	CC.1.3.5.F	**RL.5.4**	**1.1.5.C**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
	CC.1.3.5.G	**RL.5.7**	**1.3.5.C.**
	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).	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).	Compare the use of **literary elements** within and among texts including characters, setting, plot, **theme** and **point of view**.
	CC.1.3.5.H	**RL.5.9**	**1.3.5.C.**
	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare the use of **literary elements** within and among texts including characters, setting, plot, **theme** and **point of view**.
	CC.1.3.5.I	**L.5.4**	**1.1.5.C.**
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
	CC.1.3.5.J	**L.5.6**	**1.2.5.E.**
	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.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Read, understand, and respond to essential content of text and documents in all academic areas.
	CC.1.3.5.K	**RL.5.10**	**1.3.5.A**
	Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Read, understand, and respond to works from various **genres** of literature
4	**CC.1.3.4.A**	**RL.4.1**	**1.2.4.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Cite relevant details from text to support what the text says explicitly and make inferences.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.
CC.1.3.4.B		RL.4.3	1.3.4.C
	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Explain the **literary elements** in selected readings including characters, setting, plot, **theme**, and **point of view**.
CC.1.3.4.C		RL.4.2	1.3.4.C.
	Determine a theme of a text from details in the text; summarize the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Explain the **literary elements** in selected readings including characters, setting, plot, **theme**, and **point of view**.
CC.1.3.4.D		RL.4.6	1.2.6.A.
	Compare and contrast an event or topic told from two different points of view.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.
CC.1.3.4.E		RL.4.5	1.3.4.B
	Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	Explain major differences between poems,drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Identify the characteristics of different **genres** such as poetry, drama, and fiction.
CC.1.3.4.F		RL.4.4	1.1.4.C
	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.
CC.1.3.4.G		RL.4.7	1.3.4.A

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
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.	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.	Read, understand, and respond to works from various **genres** of literature
CC.1.3.4.H	**RL.4.9**	**1.2.4.D**
Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.
CC.1.3.4.I	**L.4.4**	**1.1.4.C**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.
CC.1.3.4.J	**L.4.6**	**1.1.4.B**
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.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Use knowledge of phonics (e.g., syllabication, root words, compound words, contractions, possessives, inflectional endings, prefixes, suffixes), the dictionary, or context clues to decode and understand new words during reading.
CC.1.3.4.K	**RL.4.10**	**1.3.4.B**
Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Identify the characteristics of different **genres** such as poetry, drama, and fiction.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
3	**CC.1.3.3.A**	**RL.3.1**	**1.3.3 A**
	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Read, understand, and respond to works from various **genres** of literature.
	CC.1.3.3.B	**RL.3.3**	**1.3.3.C**
	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Identify literary elements (characters, setting, and plot) in selected readings .
	CC.1.3.3.C	**RL.3.2**	**1.1.3.D**
	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Demonstrate comprehension /understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and nonlinguistic representations.
	CC.1.3.3.D	**RL.3.6**	**1.1.3.A.**
	Explain the point of view of the author.	Distinguish their own point of view from that of the narrator or those of the characters.	Identify the author's purpose and type, using grade level text.
	1.3.3.E	**RL.3.5**	**1.2.3.A.**
	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.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Analyze text organization and content to derive meaning.
	CC.1.3.3.F	**RL.3.4**	**1.1.3.C.**
	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop vocabulary.
	CC.1.3.3.G	**RL.3.7**	**1.3.3.C.**

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		PA Common Core Standard	Common Core Standard	PA Academic Standard
		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).	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).	Identify literary elements (characters, setting, and plot).
	CC.1.3.3.H		RL.3.9	1.3.3.C
		Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Identify literary elements (characters, setting, and plot).
	CC.1.3.3.I		L.3.4	1.1.3.B.
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
	CC.1.3.3.J		L.3.6	1.1.3.C.
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary.
	CC.1.3.3.K		RL.3.10	1.3.3. A
		Read and comprehend literary fiction on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Read, understand, and respond to works from various **genres** of literature.
2	CC.1.3.2.A		RL.2.1	1.3.2.A
		Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Read, understand, and respond to works from various **genres** of literature.
	CC.1.3.2.B		RL.2.3	1.3.2.C

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Describe how characters in a story respond to major events and challenges.	Describe how characters in a story respond to major events and challenges.	Identify literary elements (characters, setting, and plot) in selected readings.
CC.1.3.2.C	**RL.2.2**	**1.1.2.D**
Recount stories and determine their central message, lesson, or moral.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Demonstrate comprehension /understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and nonlinguistic representations.
CC.1.3.2.D	**RL.2.6**	**1.3.2.C**
Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify literary elements (characters, setting, and plot) in selected readings.
CC.1.3.2.E	**RL.2.5**	**1.3.2.C.**
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify literary elements(characters, setting, and plot) in selected readings.
CC.1.3.2.F	**RL.2.4**	**1.3.2.D.**
Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration).
CC.1.3.2.G	**RL.2.7**	**1.3.2.C.**
Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Identify literary elements (characters, setting, and plot) in selected readings.
CC.1.3.2.H	**RL.2.9**	**1.2.2.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Compare and contrast two or more versions of the same story by different authors or from different culture.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Identify essential and nonessential information within and across a variety of texts.
	CC.1.3.2.I	**L.2.4**	**1.1.2.B**
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
	CC.1.3.2.J	**L.2.6**	**1.1.2.C.**
	Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
	CC.1.3.2.K	**RL.2.10**	**1.3.2.A**
	Read and comprehend literature on grade level, reading independently and proficiently.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read, understand, and respond to works from various genres of literature.
1	**CC.1.3.1.A**	**RL.1.1**	**1.3.1.A.**
	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Read, understand, and respond to works of literature.
	CC.1.3.1.B	**RL.1.3**	**1.3.1.C.**
	Describe characters, settings, and major events in a story, using key details.	Describe characters, settings, and major events in a story, using key details.	Identify literary elements (characters, setting, and main idea) in selected readings.
	CC.1.3.1.C	**RL.1.2**	**1.1.1.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Demonstrate listening and reading comprehension /understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge, and nonlinguistic representations.
	CC.1.3.1.D	**RL.1.6**	**1.3.1.C.**
	Identify who is telling the story at various points in a text.	Identify who is telling the story at various points in a text.	Identify literary elements (characters, setting, and main idea).
	CC.1.3.1.E	**RL.1.5**	**1.3.1.B.**
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Recognize different types of **genres** such as poetry, drama, and fiction.
	CC.1.3.1.F	**RL.1.4**	**1.3.1.A.**
	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Read, understand, and respond to works of literature.
	CC.1.3.1.G	**RL.1.7**	**1.2.1.A**
	Use illustrations and details in a story to describe characters, setting, or events.	Use illustrations and details in a story to describe its characters, setting, or events.	Demonstrate concepts of print Identify text organization and use content to derive meaning from text.
	CC.1.3.1.H	**RL.1.9**	**1.3.1.C**
	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast the adventures and experiences of characters in stories.	Identify literary elements(characters, setting, and main idea).
	CC.1.3.1.I	**L.1.4**	**1.1.2.C.**
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
	CC.1.3.1.J	**L.1.6**	**1.1.K.C**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

		PA Common Core Standard	Common Core Standard	PA Academic Standard
		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.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Expand oral language through the use of an increasingly robust vocabulary.
		CC.1.3.1.K	RL.1.10	1.1.1.D.
		Read and comprehend literature on grade level, reading independently and proficiently.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Demonstrate listening and reading comprehension/understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge, and nonlinguistic representations.
K		CC.1.3.K.A	RL.K.1	1.3.K.A.
		Answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.	Respond to works of literature.
		CC.1.3.K.B	RL.K.3	1.3.K.C.
		With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, identify characters, settings, and major events in a story.	Identify literary elements (characters, settings, and problems) in stories.
		CC.1.3.K.C	RL.K.2	1.1.K.D.
		With prompting and support, retell familiar stories including key details.	With prompting and support, retell familiar stories, including key details.	Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
		CC.1.3.K.D	RL.K.6	1.2.1.A
		Name the author and illustrator of a story and define the role of each in telling the story.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Demonstrate concepts of print. Identify text organization and use content to derive meaning from text.
		CC.1.3.K.E	RL.K.5	1.1.K.A.
		Recognize common types of text.	Recognize common types of texts (e.g., storybooks, poems).	Identify the purpose and type (fiction and nonfiction) of text.
		CC.1.3.K.F	RL.K.4	1.1.K.B.

PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Ask and answer questions about unknown words in a text.	Ask and answer questions about unknown words in a text.	Employ word recognition techniques: • Use association strategies to identify letters. Demonstrate phonological awareness through the segmenting and blending of phonemes. • Use knowledge of letter sound correspondence(alphabetic principle) to decode words in context.
	CC.1.3.K.G	RL.K.7	1.2.K.A.
	Make connections between the illustrations and the text in a story (read or read aloud).	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Identify components of text organization.
	CC.1.3.K.H	RL.K.9	1.3.PK.C.
	Compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Identify literary elements(characters and events) in stories.
	CC.1.3.K.I	L.K.4	1.1.K.C.
	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Expand oral language through the use of an increasingly robust vocabulary.
	CC.1.3.K.J	L.K.6	1.2.K.E.
	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Identify and respond to essential content of text.
	1.3.K.K	RL.K.10	1.1.K.D.
	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with p	Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
PK	CC.1.3.PK.A		1.3.PK.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Answer questions about a particular story (who, what, how, when, and where).	N/A	Respond to works of literature.
	CC.1.3.PK.B		**1.3.PK.C.**
	With prompting and support, answer questions to identify characters, settings, and major events in a story.	N/A	Identify literary elements (characters and events) in stories.
	CC.1.3.PK.C		**1.1.PK.D.**
	With prompting and support, retell a familiar story in sequence with picture support.	N/A	Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.
	CC.1.3.PK.D		**1.2.K.A.**
	With prompting and support, name the author and illustrator of a story.	N/A	Identify components of text organization.
	CC.1.3.PK.E		**1.3.PK.A.**
	With prompting and support, recognize common types of text.	N/A	Respond to works of literature.
	CC.1.3.PK.F		**1.1.PK.D.**
	Answer questions about unfamiliar words read aloud from a story.	N/A	Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.
	CC.1.3.PK.G		
	Describe pictures in books using details.	N/A	N/A
	CC.1.3.PK.H		**1.3.PK.C.**
	Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	N/A	Identify literary elements (characters and events) in stories.
	CC.1.3.PK.I		**1.1.PK.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

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	With prompting and support, clarify unknown words or phrases read aloud.	N/A	Employ word recognition techniques: • Associate some letters with their names and sounds. • Differentiate letters from numbers. • Identify familiar words in environmental print.
	CC.1.3.PK.J		**1.1.PK.C.**
	Use new vocabulary and phrases acquired in conversations and being read to.	N/A	Use new vocabulary when speaking.
	CC.1.3.PK.K		**1.3.PK.A.**
	With prompting and support, actively engage in group reading activities with purpose and understanding.	N/A	Respond to works of literature.
		Writing	
11-12	**CC.1.4.11-12.A**	**W.11-12.2.**	**1.4.12.B**
	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Write informative/explanatory texts to examine and convey complex ideas, conceopts, and informaton clearly and accurately throug the effective selection, organization, and analysis of content.	Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations) • Make and support inferences with relevant and substantial evidence and well-chosen details. Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
	CC.1.4.11-12.B	**W.11-12.4.**	**1.5.12.A.**
	Write with a sharp distinct focus identifying topic, task, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Write with a clear **focus**, identifying topic, task, and audience.
	CC.1.4.11-12.C	**W.11-12.2. point 2**	**1.5.12.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

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	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.	Develop 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.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.11-12.D	W.11-12.2. point 1	1.5.12.C.
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create 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.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Write with controlled and/or subtle organization. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
	CC.1.4.11-12.E	L.11-12.1/L.11-12.2	1.5.12.F.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation
	CC.1.4.11-12.F	**W.11-12.2. point 4; W.11-12.1 point 4**	**1.5.12.D.**
	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.	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 and conventions of the discipline in which they are writing.	Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
	CC.1.4.11-12.G	**W.11-12.1.**	**1.4.12.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Write arguments to support claims in an analysis of substantive topics.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write persuasive pieces. • Use rhetorical strategies (e.g., exposition, narration, description, argumentation, or some combination thereof) to support the main argument or position. Write persuasive pieces that include a clearly stated position, convincing and properly cited evidence that anticipates and counters reader arguments and a variety of methods to advance the writer's position
CC.1.4.11-12.H	W.11-12.1. Point 1	1.5.12.A.
Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	Write with a clear **focus**, identifying topic, task, and audience.
CC.1.4.11-12.I	WHST.11-12.1. Point 2	1.5.12.C.
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,	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strenghts and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Write with controlled and/or subtle organization. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
CC.1.4.11-12.J	W.11-12.1. Point 3	1.4.12.C.

PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
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 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.	Use words, phrases, and clauses as well as varied syntax 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.	Write persuasive pieces. • Use rhetorical strategies (e.g., exposition, narration, description, argumentation, or some combination thereof) to support the main argument or position. Write persuasive pieces that include a clearly stated position, convincing and properly cited evidence that anticipates and counters reader arguments and a variety of methods to advance the writer's position
CC.1.4.11-12.K	**W.11-12.2. Point 4 & 5**	**1.4.C.B.**
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.	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 and conventions of the discipline in which they are writing.	Write complex pieces that use precise language, employ relevant graphics, use primary/secondary sources, as appropriate and include a variety of methods to develop the main idea. • Focus: Sharp, distinct controlling point made about a single topic with evident awareness of task and audience. • Content: Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details. • Organization: Effective organizational strategies and structures, such as logical order and transitions. • Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. • Conventions: Sophisticated control of grammar, mechanics, spelling, usage, and sentence formation in writing.
CC.1.4.11-12.L	**L.11-12.1. / L.11-12.2.**	**1.5.12.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
		Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		    Observe hyphenation conventions.
		    Spell correctly.
			Use grade appropriate conventions of language when writing and editing.
			• Spell all words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			Use correct grammar and sentence formation.

	CC.1.4.11-12.M	W.11-12.2.	1.4.12.A.
	Write narratives to develop real or imagined experiences or events.	Write informative/explanatory texts to examine and convey complex ideas, conceopts, and informaton clearly and accurately throug the effective selection, organization, and analysis of content.	Write poems, short stories, and plays with various organizational methods, literary elements and devices. • Construct a strong story line with illustrative details that address a complex idea or examine a complex experience. • Choose a method of organization that supports the intended purpose. Continue to exhibit a personal writing style.
	CC.1.4.11-12.N	W.11-12.3. point1	1.4.12.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Write poems, short stories, and plays with various organizational methods, literary elements and devices. • Construct a strong story line with illustrative details that address a complex idea or examine a complex experience. • Choose a method of organization that supports the intended purpose. • Continue to exhibit a personal writing style. Write poems, short stories, and plays with various organizational methods, literary elements and devices.
	CC.1.4.11-12.O	W.11-12.3. point 2	1.4.C.A.
	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, 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.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Write poems, short stories, and plays with various organizational methods; include literary elements and devices. • Focus: Sharp, distinct controlling point or theme with evident awareness of the narrative. Content: Strong story line with illustrative details that addresses a complex idea or examines a complex experience.
	CC.1.4.11-12.P	W.11-12.3	1.5.12.C.

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	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.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Write with controlled and/or subtle organization. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
	CC.1.4.11-12.Q	W-11-12.d.	1.5.12.C.
	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.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Write with controlled and/or subtle organization. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
	CC.1.4.11-12.R	L.11-12.1 and L.11-12.2	1.5.12.F.

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	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation
CC.1.4.11-12.S	**W.11-12.9. points 1 & 2**	**1.4.12.B**
	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	Draw evidence from literary or informational texts to support analysis, reflection, and research.Apply grades *11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades *11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate reasoning in semi nal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. *The Federalist*, presidential addresses)")	Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations) • Make and support inferences with relevant and substantial evidence and well-chosen details. Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
CC.1.4.11-12.T	**W.11-12.5.**	**1.5.12.E.**

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PA Common Core Standard	Common Core Standard	PA Academic Standard
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.	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.	Revise writing to improve **style**, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and **genre** have addressed.
CC.1.4.11-12.U	**W.11-12.6.**	**1.9.12.A.**
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.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Use media and technology resources for research, information, analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.
CC.1.4.11-12.V	**W.11-12.7.**	**1.8.12.B.**
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.	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.	Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question.
CC.1.4.11-12.W	**W.11-12.5.**	**1.5.12.B.**

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	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.	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.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
	1.4.11-12.X	**W.11-12.10**	
	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.	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.	N/A
9-10	**CC.1.4.9-10.A**	**W.9-10.2.**	1.4.10.B.
	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write complex informational pieces (e.g. research papers, analytical essays, summaries, descriptive pieces or literary analyses) that: • Gather evidence in support of a thesis. • Incorporate and document information and ideas from primary and secondary sources accurately and coherently.
	CC.1.4.9-10.B	**W.9-10.2a / W.9-10.2b**	**1.5.10.A.**

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	Write with a sharp distinct focus identifying topic, task, and audience.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Write with a clear **focus**, identifying topic, task, and audience.
	CC.1.4.9-10.C	**W.9-10.2c / W9-10.2f**	**1.5.10.B.**
	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.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Incorporate specialized vocabulary for topic and audience • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.9-10.D	**W.9-10.2.a/W.9-10.2.b**	**1.5.10.C.**
	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.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.	Write with controlled and/or subtle organization. • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
	CC.1.4.9-10.E	**L.9-10.2**	**1.5.10.F.**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
	CC.1.4.9-10.F	**W.9-10.2d / W.9-10.2e**	**1.5.10.D.**
	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.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Write with an understanding of style using precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. Create tone and voice through the use of precise language
	CC.1.4.9-10.G	**W.9-10.1**	**1.4.10.C.**
	Write arguments to support claims in an analysis of substantive topics.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write persuasive pieces. • Organize ideas and appeals in a sustained and effective fashion. • Use specific rhetorical devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • Clarify and defend positions with precise and
	CC.1.4.9-10.H	**W.9-10.1.a**	**1.5.10.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Write with a clear **focus**, identifying topic, task, and audience.
	CC.1.4.9-10.I	**W.9-10.1a / W.9-10.1b**	**1.4.10.C.**
	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.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims 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.	Write persuasive pieces. • Organize ideas and appeals in a sustained and effective fashion. • Use specific rhetorical devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • Clarify and defend positions with precise and relevant evidence.
	CC.1.4.9-10.J	**W.9-10.1a / W.9-10.1c / W.9-10.1e**	**1.5.10.C.**
	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.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an 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.	Write with controlled and/or subtle organization. • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
	CC.1.4.9-10.K	**W.9-10.1d**	**1.5.10.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Write with an understanding of style using precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. Create tone and voice through the use of precise language.
	CC.1.4.9-10.L	**L.9-10.2**	**1.5.10.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
	CC.1.4.9-10.M	**W.9-10.3**	**1.4.10.A.**
	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write poems, short stories, and plays. • Apply various organizational methods. • Write with an awareness of tone, mood, and elements of style. • Include literary elements and devices.
	CC.1.4.9-10.N	**W.9-10.3a**	**1.4.10.A.**
	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.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Write poems, short stories, and plays. • Apply various organizational methods. • Write with an awareness of tone, mood, and elements of style. • Include literary elements and devices.
	CC.1.4.9-10.O	**W.9-10.3b / W.9-10.3d**	**1.4.9.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Use narrative techniques such as dialogue, description, reflection, multiple plot lines, 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.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, 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, setting, and/or characters.	Write poems, short stories and plays. • Apply organizational methods standard to the genre. • Use specific details to enhance the story elements Incorporate dialogue to develop character and plot.
CC.1.4.9-10.P	**W.9-10.3c / W.9-10.3e**	**1.5.10.C.**
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.	Use 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.	Write with controlled and/or subtle organization. • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
CC.1.4.9-10.Q	**L.9-10.1**	**1.5.10.C.**
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Write with controlled and/or subtle organization. • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
CC.1.4.9-10.R	**L.9-10.2**	**1.5.10.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		
		    Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
		    Use a colon to introduce a list or quotation.
		    Spell correctly.
			Use grade appropriate conventions of language when writing and editing.
			• Spell common, frequently used words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			• Use correct grammar and sentence formation.

	CC.1.4.9-10.S	W.9-10.9a/b	1.4.10.B.
	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	Draw evidence from literary or informational texts to support analysis, reflection, and research.Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false	Write complex informational pieces (e.g. research papers, analytical essays, summaries, descriptive pieces or literary analyses) that: • Gather evidence in support of a thesis. • Incorporate and document information and ideas from primary and secondary sources accurately and coherently.
	CC.1.4.9-10.T	W.9-10.5	1.5.10.E.
	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.	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.	Review, evaluate, revise, edit, and proofread writing to improve **style**, word choice, sentence variety, and subtlety of meaning.
	CC.1.4.9-10.U	W.9-10.6	1.9.10.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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.	Use media and technology resources for research and problem solving in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.
	CC.1.4.9-10.V	**W.9-10.7**	**1.8.10.B.**
	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.	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.	Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources; document sources using a consistent format for citations. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Organize information by classifying, categorizing, and sequencing.
	CC.1.4.9-10.W	**W.9-10.8**	**1.5.10.B.**
	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.	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.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Incorporate specialized vocabulary for topic and audience • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.9-10.X	**W.9-10.10**	

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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 tasks, purposes, and audiences.	N/A
8	**CC.1.4.8.A**	**W.8.2.**	**1.4.8.B.**
	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs). Use primary and secondary sources, as appropriate, to task.
	CC.1.4.8.B	**W.8.2. Point 1**	**1.5.8.A.**
	Identify and introduce the topic clearly, including a preview of what is to follow.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Write with a clear **focus**, identifying topic, task, and audience.
	CC.1.4.8.C	**W.8.2. Point 2**	**1.5.8.B.**
	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.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.8.D	**W.8.2. Point 3 and 5**	**1.5.8.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Use appropriate and varied transitions to create chohesion and clarify the relationships among ideas and concepts. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write with controlled and/or subtle organization. • Use appropriate transitions within sentences and between paragraphs. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion.
	CC.1.4.8.E	**L.8.2.**	**1.5.8.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation
	CC.1.4.8.F	**W.8.2. Point 4 & 5**	**1.5.8.D.**
	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. though precise language. • Establish and maintain a formal style.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
	CC.1.4.8.G	**W.8.1.**	**1.4.8.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Write arguments to support claims.	Write arguments to support claims with clear reasons and relevant evidence.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Anticipate and counter reader concerns and arguments.
CC.1.4.8.H	**W.8.1. Point 1**	**1.5.8.B.**
Introduce and state an opinion on a topic.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and oganize the reasons and evidence logically.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
CC.1.4.8.I	**W.8.1. Point 1**	**1.4.8.C.**
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.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and oganize the reasons and evidence logically.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Anticipate and counter reader concerns and arguments.
CC.1.4.8.J	**W.8.1. Point 2 & 3**	**1.5.8.B.**
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.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
CC.1.4.8.K	**W.8.2. Point 4 and 5**	**1.5.8.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
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.	Use precise language and domain-specific vocabulary to inform or explain the topic. Establish and maintain a formal style.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
CC.1.4.8.L	**L.8.2.**	**1.5.8.F.**
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation.
CC.1.4.8.M	**W.8.3.**	**1.4.8.A.**
Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write poems, short stories, and plays. • Apply various organizational methods. Include literary elements and devices
CC.1.4.8.N	**W.8.3. Point 1**	**1.4.8.A.**
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Write poems, short stories, and plays. • Apply various organizational methods. Include literary elements and devices
CC.1.4.8.O	**W.8.3. Point 2 and 4**	**1.4.8.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Use narrative techniques, such as dialogue, pacing, description, reflection, 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.	Write poems, short stories, and plays. • Apply various organizational methods. Include literary elements and devices
	CC.1.4.8.P	**W.8.3. Point 1 and 3**	**1.5.8.C.**
	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.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use 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.	Write with controlled and/or subtle organization. • Use appropriate transitions within sentences and between paragraphs. • Establish topic and purpose in the introduction. Reiterate the topic and purpose in the conclusion.
	CC.1.4.8.Q	**W.8.2. Point 4 and 5**	**1.5.8.D.**
	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 effect. • Use sentences of varying lengths and complexities • Create tone and voice. though precise language.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
	CC.1.4.8.R	**L.8.2.**	**1.5.8.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
CC.1.4.8.S	**W.8.9.**	**1.4.8.B.**
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs). Use primary and secondary sources, as appropriate, to task.
CC.1.4.8.T	**W.8.5.**	**1.5.8.E.**
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.	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.	Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.
CC.1.4.8.U	**W.8.6.**	**1.9.8.A.**
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.	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.	Use media and technology resources to support personal productivity, group collaboration, and learning throughout the curriculum.
CC.1.4.8.V	**W.8.7.**	**1.8.8.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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.	Conduct inquiry and **research** on self-selected or assigned topics, issues, or problems using a variety of appropriate media **sources** and strategies.
	CC.1.4.8.W	**W.8.8.**	**1.5.8.B.**
	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.	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.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. Write paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.8.X	**W.8.10.**	
	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.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.	N/A
7	**CC.1.4.7.A**	**W.7.2**	**1.4.7.B.**
	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews) • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Select and use primary and secondary sources, as appropriate, to task.
	CC.1.4.7.B	**W.7.2a**	**1.5.7.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Identify and introduce the topic clearly, including a preview of what is to follow.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Write with a clear **focus**, identifying topic, task, and audience and establishing a single **point of view**.
CC.1.4.7.C	**W.7.2b / W.7.2a**	**1.5.7.B.**
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.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information using appropriate evaluation strategies. • Select and employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
CC.1.4.7.D	**W.7.2a / W.7.2c / W.7.2f**	**1.5.7.C.**
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.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write with controlled and/or subtle organization. • Use appropriate transitions within sentences and between paragraphs that reflect the writer's purpose. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion.
CC.1.4.7.E	**L.9-10.2**	**1.5.7.F.**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		
		   Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
		   Use a colon to introduce a list or quotation.
		   Spell correctly.
			Use grade appropriate conventions of language when writing and editing.
			• Spell common, frequently used words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			• Use correct grammar and sentence formation.

CC.1.4.7.F		**W.7.2d / W.7.2e**	**1.5.7.D.**
	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.	Establish and maintain a formal style. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Write with an understanding of style, using a variety of sentence structures and an appropriate array of descriptive word choices. Create tone and voice through the use of precise language. (e.g., vivid verbs, specific nouns and modifiers).
CC.1.4.7.G		**W.7.1**	**1.4.7.C.**
	Write arguments to support claims.	Write arguments to support claims with clear reasons and relevant evidence.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Identify appropriate persuasive techniques to anticipate reader concerns and arguments
CC.1.4.7.H		**W.7.1a**	**1.5.7.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Introduce and state an opinion on a topic.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. Write paragraphs that have details and information specific to the topic and relevant to the focus.
CC.1.4.7.I	**W.7.1a / W.7.1b**	**1.4.7.C.**
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.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. Identify appropriate persuasive techniques to anticipate reader concerns and arguments. 1.5.8.B. Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. Write paragraphs that have details and information specific to the topic and relevant to the focus.
CC.1.4.7.J	**W.7.1b / W.7.1c / W.7.1e**	**1.5.7.C.**
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.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the	Write with controlled and/or subtle organization. • Use appropriate transitions within sentences and between paragraphs that reflect the writer's purpose. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.7.K	**W.7.1d**	**1.5.7.D**
	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.	Establish and maintain a formal style	Write with an understanding of style, using a variety of sentence structures and an appropriate array of descriptive word choices. Create tone and voice through the use of precise language. (e.g., vivid verbs, specific nouns and modifiers).
	CC.1.4.7.L	**L.9-10.2**	**1.5.7.F.**

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		
		    Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
		    Use a colon to introduce a list or quotation.
		    Spell correctly.
			Use grade appropriate conventions of language when writing and editing.
			• Spell common, frequently used words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			• Use correct grammar and sentence formation.

	CC.1.4.7.M	**W.7.3**	**1.4.7.A.**
	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write poems, short stories, and plays. • Select and use various organizational methods to support writer's purpose. • Include literary elements and devices.
	CC.1.4.7.N	**W.7.3a**	**1.4.7.A.**
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Write poems, short stories, and plays. • Select and use various organizational methods to support writer's purpose. • Include literary elements and devices.
	CC.1.4.7.O	**W.7.3b / W.7.3d**	**1.4.7.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
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.	Use narrative techniques, such as dialogue, pacing, and description, 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.	Write poems, short stories, and plays. • Select and use various organizational methods to support writer's purpose. • Include literary elements and devices.
CC.1.4.7.P	**W.7.3a / W.7.3c /W.7.3e**	**1.5.7.C.**
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.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use 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 or events.	Write with controlled and/or subtle organization. • Use appropriate transitions within sentences and between paragraphs that reflect the writer's purpose. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion.
CC.1.4.7.Q	**L.7.1 & L.7.3**	**1.5.7.D.**
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Write with an understanding of style, using a variety of sentence structures and an appropriate array of descriptive word choices. Create tone and voice through the use of precise language. (e.g., vivid verbs, specific nouns and modifiers).

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.7.R	**L.9-10.2**	**1.5.7.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
	CC.1.4.7.S	**W.7.9**	**1.4.7.B.**

	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
		
		    Apply grade 7 Reading standards to literature (e.g., "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").
		    Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
			Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews)
			• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
			• Select and use
			    primary and
			    secondary sources, as appropriate, to task.

	CC.1.4.7.T	**W.7.5**	**1.5.7.E.**
	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.	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.	Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, **style**, **tone,** and word choice.
	CC.1.4.7.U	**W.7.6**	**1.9.7.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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.	Use media and technology resources for self-directed learning, support personal productivity, group collaboration, and learning throughout the curriculum.
	CC.1.4.7.V	**W.7.7**	**1.8.7.B.**
	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct inquiry and **research** on self-selected or assigned topics, issues, or problems using a variety of appropriate media **sources** and strategies with teacher support.
	CC.1.4.7.W	**W.7.8**	**1.5.7.B.**
	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.	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.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information using appropriate evaluation strategies. • Select and employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	1.4.7.X	**W.7.10**	
	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.	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.	N/A
6	**1.4.6.A**	**W.6.2.**	**1.4.6.B.**
	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). Use sources, as appropriate, to task.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.6.B	**W.6.2. Point 1**	**1.5.6.A.**
	Identify and introduce the topic for the intended audience.	Introduce a topic; organize ideas, concepts, and information , using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Write with a clear **focus**, identifying topic, task, and audience and establishing a single **point of view.**
	CC.1.4.6.C	**W.6.2. Point 2**	**1.5.6.B**
	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.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.6.D	**W.6.2. Point 1**	**1.5.6.C.**
	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.	Introduce a topic; organize ideas, concepts, and information , using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Write with controlled organization. • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. Include an introduction, body, and conclusion.
	CC.1.4.6.E	**L.6.2**	**1.5.6.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
	CC.1.4.6.F	**W.6.2. Point 4 & 5**	**1.5.6.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g., vivid verbs, specific nouns and modifiers).
	CC.1.4.6.G	**W.6.1.**	**1.4.6.C.**
	Write arguments to support claims.	Write arguments to support claims with clear reasons and relevant evidence.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited.
	CC.1.4.6.H	**W.6.1. Point 1**	**1.5.6.B.**
	Introduce and state an opinion on a topic.	Introduce claim(s) and organize the reasons and evidence clearly.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to
	CC.1.4.6.I	**W.6.1. Point 1 and 2**	**1.4.6.C.**
	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited.
	CC.1.4.6.J	**W.6.1. Point 2, 3, & 5**	**1.5.6.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Provide a concluding statement or section that follows from the argument presented.	Write with controlled organization. • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. Include an introduction, body, and conclusion.
	CC.1.4.6.K	**W.6.2. Point 4 & 5**	**1.5.6.D.**
	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.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.	Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create **voice**. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).
	CC.1.4.6.L	**L.6.2**	**1.5.6.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
	CC.1.4.6.M	**W.6.3.**	**1.4.6.A.**
	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write poems, short stories, and plays. • Identify various organizational methods to support writer's purpose. • Include **literary elements** and **devices**.
	CC.1.4.6.N	**W.6.3. Point 1**	**1.4.6.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Write poems, short stories, and plays. • Identify various organizational methods to support writer's purpose. • Include **literary elements** and **devices**.
	CC.1.4.6.O	**W.6.3. Point 2 & 4**	**1.4.6.A.**
	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.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Write poems, short stories, and plays. • Identify various organizational methods to support writer's purpose. • Include **literary elements** and **devices**.
	CC.1.4.6.P	**W.6.3. Point 1, 3, & 5**	**1.5.6.C.**
	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.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use a variety of transition words and 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 or events.	Write with controlled organization. • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
	CC.1.4.6.Q	**W.6.2. Point 5**	**1.5.6.D**
	Write with an awareness of the stylistic aspects of writing.	Establish and maintain a formal style.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).
	CC.1.4.6.R	**L.6.2**	**1.5.6.F.**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
	CC.1.4.6.S	**W.6.9.**	**1.4.6.B.**
	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	Draw evidence from literary or infomational texts to support analysis, reflection and research. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics"). Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use sources, as appropriate, to task.
	CC.1.4.6.T	**W.6.5.**	**1.5.6.E**
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.	Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, **style**, **tone,** and word choice.
	CC.1.4.6.U	**W.6.6.**	**1.9.6.A.**
	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.	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.	Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.
	CC.1.4.6.V	**W.6.7.**	**1.8.6.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct inquiry and **research** on self-selected or assigned topics using a variety of appropriate media **sources** and strategies with teacher support.
	CC.1.4.6.W	**W.6.8.**	**1.5.6.B.**
	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	CC.1.4.6.X	**W.6.10.**	
	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.	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.	N/A
5	**CC.1.4.5.A**	**W.5.2**	**1.4.5.B.**
	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs)
	CC.1.4.5.B	**W.5.2a**	**1.5.5.B**
	Identify and introduce the topic clearly.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Write with a clear **focus**, identifying topic, task, and audience.
	CC.1.4.5.C	**W.5.2a / W.5.2b**	**1.5.5.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
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.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details,	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.
CC.1.4.5.D	**W.5.2c / W.5.2e / W.5.2a**	**1.5.5.C.**
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.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Provide a concluding statement or section related to the information or explanation presented.include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Organize writing in a logical order. • Use appropriate transitions within sentences and between paragraphs. Include an identifiable introduction, body, and conclusion.
CC.1.4.5.E	**L.5.2**	**1.5.5.F.**

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	
	   Use punctuation to separate items in a series.*
	   Use a comma to separate an introductory element from the rest of the sentence.
	   Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	   Use underlining, quotation marks, or italics to indicate titles of works.
	   Spell grade-appropriate words correctly, consulting references as needed.
		Use grade appropriate conventions of language when writing and editing.
		• Spell common, frequently used words correctly.
		• Use capital letters correctly.
		• Punctuate correctly.
		Use correct grammar and sentence formation.

CC.1.4.5.F	**W.5.2d**	**1.5.5.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice. Include specific details that convey meaning and set a tone.
	CC.1.4.5G	**W.5.1**	**1.4.5.C.**
	Write opinion pieces on topics or texts.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include supporting details, citing sources when needed.
	CC.1.4.5.H	**W.5.1a**	**1.5.5.B.**
	Introduce the topic and state an opinion on the topic.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.
	CC.1.4.5.I	**W.5.1b**	**1.5.5.B.**
	Provide reasons that are supported by facts and details; draw from credible sources.	Provide logically ordered reasons that are supported by facts and details.	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.
	CC.1.4.5.J	**W.5.1a / W.5.1c / W.5.1d**	**1.5.5.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.	Organize writing in a logical order. • Use appropriate transitions within sentences and between paragraphs. Include an identifiable introduction, body, and conclusion.
	CC.1.4.5.K	**L.5.3**	**1.5.5.D.**
	Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice. Include specific details that convey meaning and set a tone.
	CC.1.4.5.L	**L.5.2**	**1.5.5.F.**

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		
		    Use punctuation to separate items in a series.*
		    Use a comma to separate an introductory element from the rest of the sentence.
		    Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
		    Use underlining, quotation marks, or italics to indicate titles of works.
		    Spell grade-appropriate words correctly, consulting references as needed.
			Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation.

	CC.1.4.5.M	**W.5.3**	**1.4.5.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write poems, multi-paragraph stories, and plays. • Include detailed descriptions of people. places, and things. Include literary elements and devices.
	CC.1.4.5.N	**W.5.3a**	**1.4.5.A.**
	Orient the reader by establishing a situation and introducing a narrator and/or characters.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Write poems, multi-paragraph stories, and plays. • Include detailed descriptions of people. places, and things. Include literary elements and devices.
	CC.1.4.5.O	**W.5.3b / W.5.3d**	**1.4.5.A.**
	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.	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.	Write poems, multi-paragraph stories, and plays. • Include detailed descriptions of people. places, and things. • Include literary elements and devices.
	CC.1.4.5.P	**W.5.3c / W.5.3e**	**1.5.5.C.**
	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.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Provide a conclusion that follows from narrated experiences or events.	Organize writing in a logical order. • Use appropriate transitions within sentences and between paragraphs. Include an identifiable introduction, body, and conclusion.
	CC.1.4.5.Q	**L.5.3**	**1.5.5.D.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
• Write with an awareness of styles. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice. Include specific details that convey meaning and set a tone.
CC.1.4.5.R	**L.5.2**	**1.5.5.F.**

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	
	    Use punctuation to separate items in a series.*
	    Use a comma to separate an introductory element from the rest of the sentence.
	    Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	    Use underlining, quotation marks, or italics to indicate titles of works.
	    Spell grade-appropriate words correctly, consulting references as needed.
		Use grade appropriate conventions of language when writing and editing.
		• Spell common, frequently used words correctly.
		• Use capital letters correctly.
		• Punctuate correctly.
		Use correct grammar and sentence formation.

CC.1.4.5.S	**W.5.9**	**1.4.5.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
		
		    Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
		    Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
			Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs.

	CC.1.4.5.T	W.5.5	1.5.5.E.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Revise writing to improve organization and word choice: check the logic, order of ideas, and precision of vocabulary.
	CC.1.4.5.U	W.5.6	1.9.5.A.
	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.	With some guidance and support from adults, 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.	Use media and technology resources for problem solving, self-directed learning, and extended learning activities.
	CC.1.4.5.V	W.5.7	1.8.5.B.
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct inquiry and **research** on self-selected or assigned topics using a variety of teacher-guided media **sources** and strategies.
	CC.1.4.5.W	W.5.8	1.5.5.B.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	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.	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.
	CC.1.4.5.X	**W.5.10**	
	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.	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.	N/A
4	**CC.1.4.4.A**	**W.4.2.**	**1.4.4.B**
	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions) • Use relevant graphics (maps, charts, graphs,
	CC.1.4.4.B	**W.4.2. Point 1**	**1.5.4.A.**
	Identify and introduce the topic clearly.	Introduce a topic clearly and goup related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding	Write with a clear **focus**, identifying topic, task, and audience.
	CC.1.4.4.C	**W.4.2. Point 2 and 1**	**1.5.4.B.**
	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.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Develop content appropriate for the topic • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. • Write one or more paragraphs that connect to one central idea.
	CC.1.4.4.D	**W.4.2. Point 3 & 4**	**1.5.4.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Link ideas within categories of information using words and phrases, (e.g., *another, for example, also, because*). Provide a concluding statement or section related to the information or explanation presented.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end. Use appropriate transitions within sentences and between paragraphs.
	CC.1.4.4.E	**W.4.4.**	**1.5.4.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly.
	CC.1.4.4.F	**W.4.2.d.**	**1.1.4.C.**
	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across
	CC.1.4.4.G	**W.4.1.**	**1.4.5.C**
	Write opinion pieces on topics or texts.	Write opinion pieces on topics or texts, supporting point of view with reasons and information.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include supporting details, citing sources when needed.
	CC.1.4.4.H	**W.4.1. Point 1**	**1.4.5.B.**
	Introduce the topic and state an opinion on the topic.	Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and
	CC.1.4.4.H	**W.4.1. Point 1**	**1.4.5.B.**
	Introduce the topic and state an opinion on the topic.	Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.
	CC.1.4.4.I	**W.4.1. Point 2**	**1.4.5.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Provide reasons that are supported by facts and details.	Provide reasons that are supported by facts and details.	Develop content appropriate for the topic. • Gather, organize, and select the most effective information appropriate for the topic, task, and audience.
CC.1.4.4.J	**W.4.1. Point 1 & 4**	**1.5.4.C.**
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.	Introduce a topic or text clearly, state and opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide a concluding statement or section related to the opinion presented.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end. • Use appropriate transitions within sentences and between paragraphs.
CC.1.4.4.K	**W.4.1. Point 3**	**1.5.4.D.**
Choose words and phrases to convey ideas precisely.	Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).	Write with an understanding of **style**, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.
CC.1.4.4.L	**L.4.2**	**1.5.4.F.**
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation
CC.1.4.4.M	**W.4.3.**	**1.4.4.A.**
Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	Write poems, multi-paragraph stories, and plays. • Include detailed descriptions of people, places, and things. • Include literary elements. Begin to use literary devices.
CC.1.4.4.N	**W.4.3. Point 1**	**1.4.4.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Orient the reader by establishing a situation and introducing a narrator and/or characters.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Write poems, multi-paragraph stories, and plays. • Include detailed descriptions of people, places, and things. • Include literary elements. Begin to use literary devices.
	CC.1.4.4.O	**W.4.3. Point 2 & 4**	**1.4.4.A.**
	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.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concreate words and phrases and sensory details to convey experiences and events precisely.	Write poems, multi-paragraph stories, and plays. • Include detailed descriptions of people, places, and things. • Include literary elements. • Begin to use literary devices.
	CC.1.4.4.P	**W.4.3. Point 1, 3, and 5**	**1.5.4.C.**
	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.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use a variety of transitional words and phrases to manage the sequence of events. Provide a conclusion that follows from the	Organize writing in a logical order. • Include a recognizable beginning, middle, and end. • Use appropriate transitions within sentences and between paragraphs.
	CC.1.4.4.Q	**W.4.3. Point 4**	**1.5.4.D.**
	Choose words and phrases to convey ideas precisely.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Write with an understanding of **style**, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that
	CC.1.4.4.R	**L.4.2**	**1.5.4.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

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CC.1.4.4.S	**W.4.9.**	**1.4.6.B.**
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	Draw evidence from literary or informational texts to support analysis, reflection, and research.Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use sources, as appropriate, to task.
CC.1.4.4.T	**W.4.5.**	**1.5.4.E.**
With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Revise writing to improve detail and order by making words more exact and varying sentence length and structure, where necessary.
CC.1.4.4.U	**W.4.6.**	**1.9.4.A.**
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.	With some guidance and support from adults, 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.	Use media and technology resources for directed and independent learning activities and problem solving.
CC.1.4.4.V	**W.4.7.**	**1.8.4.B.**
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies.
CC.1.4.4.W	**W.4.8.**	**1.5.3.B.**
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.	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.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.4.X	**W.4.10.**	
	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.	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.	N/A
3	**CC.1.4.3.A**	**W.3.2**	**1.4.3.B.**
	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions).
	CC.1.4.3.B	**W.3.2a**	**1.5.3.A.**
	Identify and introduce the topic.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Write with a **focus**, with an understanding of topic, task, and audience.
	CC.1.4.3.C	**W.3.2b**	**1.5.3.B.**
	Develop the topic with facts, definitions, details, and illustrations, as appropriate.	Develop the topic with facts, definitions, and details.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea
	CC.1.4.3.D	**W.3.2c / W.3.2d**	**1.5.3.C.**
	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end.
	CC.1.4.3.E	**L.4.1/L.3.2**	**1.5.3.F.**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		   Form and use regular and irregular plural nouns.
		   Use abstract nouns (e.g., childhood).
		   Form and use regular and irregular verbs.
		   Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		   Ensure subject-verb and pronoun-antecedent agreement.*
		   Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		   Use coordinating and subordinating conjunctions.
		   Produce simple, compound, and complex sentences.
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Capitalize appropriate words in titles.
		   Use commas in addresses.
		   Use commas and quotation marks in dialogue.
		   Form and use possessives.
		   Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		   Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		   Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
			Use grade appropriate conventions of language when writing and editing.
			• Spell common, frequently used words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			• Use correct grammar and sentence formation

	CC.1.4.3.F	**L.3.3**	**1.1.3.C.**
	Choose words and phrases for effect.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary.
	CC.1.4.3.G	**W.3.1**	**1.4.5.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Write opinion pieces on familiar topics or texts.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include supporting details, citing sources when needed.
CC.1.4.3.H	**W.3.1a**	**1.5.3.B.**
Introduce the topic and state an opinion on the topic.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.
CC.1.4.3.I	**W.3.1b**	Intentionally blank
Support an opinion with reasons.	Provide reasons that support the opinion.	
CC.1.4.3.J	**W.3.1c / W.3.1d**	**1.5.3.C.**
Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end.
CC.1.4.3.K	**L.4.3.a.**	**1.5.3.D.**
Use a variety of words and sentence types to appeal to the audience.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases to convey ideas precisely.	Write, developing an awareness of style, using a variety of sentence structures, adjectives, precise nouns, and action verbs.
CC.1.4.3.L	**L.3.1 / L.3.2**	**1.5.3.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		   Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		   Form and use regular and irregular plural nouns.
		   Use abstract nouns (e.g., childhood).
		   Form and use regular and irregular verbs.
		   Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		   Ensure subject-verb and pronoun-antecedent agreement.*
		   Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		   Use coordinating and subordinating conjunctions.
		   Produce simple, compound, and complex sentences.
		
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		   Capitalize appropriate words in titles.
		   Use commas in addresses.
		   Use commas and quotation marks in dialogue.
		   Form and use possessives.
		   Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		   Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		   Consult reference materials, including beginning
			Use grade appropriate conventions of language when writing and editing.
			• Spell common, frequently used words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			• Use correct grammar and sentence formation.

	CC.1.4.3.M	W.3.3	1.4.3.B.
	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.3.N	**W.3.3a**	**1.4.3.A.**
	Establish a situation and introduce a narrator and/or characters.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Write poems and stories. • Include detailed descriptions of people, places, and things. • Include literary elements.
	CC.1.4.3.O	**W.3.3b**	**1.4.3.A.**
	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Write poems and stories. • Include detailed descriptions of people, places, and things. Include literary elements
	CC.1.4.3.P	**W.3.3a / W.3.3c / W.3.3d**	**1.5.3.C.**
	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use temporal words and phrases to signal event order. Provide a sense of closure.	Organize writing in a logical order. Include a recognizable beginning, middle, and end.
	CC.1.4.3.Q	**L.3.3**	**1.5.3.D**

	Choose words and phrases for effect.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		
		    Choose words and phrases for effect.*
		    Recognize and observe differences between the conventions of spoken and written standard English.
			Write, developing an awareness of **style**, using a variety of sentence structures, adjectives, precise nouns, and action verbs.

	CC.1.4.3.R	**L.3.1 / L.3.2**	**1.5.3.F.**

	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		    Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		    Form and use regular and irregular plural nouns.
		    Use abstract nouns (e.g., childhood).
		    Form and use regular and irregular verbs.
		    Form and use the simple (e.g., I walked; I walk; I
			Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.3.S		**1.4.3.B.**
	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	(Begins at Grade 4)	Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions.
	CC.1.4.3.T	**W.3.5**	**1.5.3.E.**
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.
	CC.1.4.3.U	**W.3.6**	**1.9.3.A.**
	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Use media and technology resources for directed and independent learning activities.
	CC.1.4.3.V	**W.3.7**	**1.8.3.B.**
	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge about a topic.	Conduct inquiry and **research** on self-selected or assigned topics using specified **sources** and strategies.
	CC.1.4.3.W	**W.3.8**	**1.5.3.B.**
	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.
	CC.1.4.3.X	**W.3.10**	
	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.	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.	N/A
2	**CC.1.4.2.A**	**W.2.2.**	**1.4.2.B.**

PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).
CC1.4.2.B	**W.2.2.**	**1.5.1.A.**
Identify and introduce the topic.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Identify and write about one specific topic.
CC.1.4.2.C	**W.2.2.**	**1.5.2.B.**
Develop the topic with facts and/or definitions.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.
C.1.4.2.D	**W.2.2.**	**1.5.2.C.**
Group information and provide a concluding statement or section.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end.
CC.1.4.2.E	**L.2.1.**	**1.5.2.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
CC.1.4.2.F	**L.2.6.**	**1.1.2.C.**
Choose words and phrases for effect.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
CC.1.4.2.G	**W.2.1.**	**1.4.5.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Write opinion pieces on familiar topics or texts.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write persuasive pieces. • Include a clearly stated position or opinion. • Include supporting details, citing sources when needed.
	CC.1.4.2.H	**W.2.1.**	**1.5.2.A.**
	Identify the topic and state an opinion.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write with a **focus**, with an understanding of topic and audience.
	CC.1.4.2.I	**W.2.1.**	**Intentionally blank**
	Support the opinion with reasons that include details connected to the opinion.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
	CC.1.4.2.J	**W.2.1.**	**1.5.2.C.**
	Create an organizational structure that includes reasons and includes a concluding statement.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end.
	CC.1.4.2.K		**1.5.2.D.**
	Use a variety of words and phrases to appeal to the audience	N/A	Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
	CC.1.4.2.L	**L.2.1/L.2.2**	**1.5.2.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
CC.1.4.2.M	**W.2.3.**	**1.4.2.A.**	
	Write narratives to develop real or imagined experiences or events.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write organized, detailed descriptive poems and stories that include literary elements.
CC.1.4.2.N	**W.2.3.**	**1.4.2.A.**	

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Establish a situation and introduce a narrator and/or characters.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write organized, detailed descriptive poems and stories that include literary elements.
CC.1.4.2.O	**W.2.3.**	**1.4.2.A.**
Include thoughts and feeling to describe experience and events to show the response of characters to situations.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write organized, detailed descriptive poems and stories that include literary elements.
CC.1.4.2.P	**W.2.3.**	**1.5.2.C.**
Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Organize writing in a logical order. • Include a recognizable beginning, middle, and end.
CC.1.4.2.Q		**1.5.2.D.**
Choose words and phrases for effect.	N/A	Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
CC.1.4.2.R	**L.2.1/L.2.2**	**1.5.1.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Begin to use correct grammar and sentence formation.
CC.1.4.2.T	W.2.5.	1.5.2.E.
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Revise writing to improve detail and order by identifying missing information.
CC.1.4.2.U	W.2.6.	1.9.2.A.
With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Use media and technology resources for directed and independent learning activities.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC1.4.2.V	**W.2.7.**	**1.8.1.C.**
	Participate in individual or shared research and writing projects.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Create and explain a research-based project in a small group.
	CC.1.4.2.W	**W.2.8.**	**1.5.2.B.**
	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.
	CC.1.4.2.X	**W.2.10.**	Intentionally blank
	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.	(Begins in grade 3)	
1	**CC.1.4.1.A**	**W.1.2**	1.4.1.B.
	Write informative/ explanatory texts to examine a topic and convey ideas and information.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).
	CC.1.4.1.B	**W.1.2**	**1.5.2.A.**
	Identify and write about one specific topic.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write with a **focus**, with an understanding of topic and audience.
	CC.1.4.1.C	**W.1.2**	**1.1.B.**
	Develop the topic with two or more facts.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences with one central idea.
	CC.1.4.1.D	**W.1.2**	**1.5.1.C.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Group information and provide some sense of closure.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Organize writing in a logical order.
CC.1.4.1.E	**L.1.1 / L.1.2**	**1.5.1.F.**

Demonstrate a grade appropriate command of the conventions of standard English grammar 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.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	   Print all upper- and lowercase letters.
	   Use common, proper, and possessive nouns.
	   Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	   Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	   Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
	   Use frequently occurring adjectives.
	   Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	   Use determiners (e.g., articles, demonstratives).
	   Use frequently occurring prepositions (e.g., during, beyond, toward).
	   Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	
	 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	   Capitalize dates and names of people.
	   Use end punctuation for sentences.
	   Use commas in dates and to separate single words in a series.
	   Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
		Use grade appropriate conventions of language when writing and editing.
		• Spell common, frequently used words correctly.
		• Use capital letters correctly.
		• Punctuate correctly.
		• Begin to use correct grammar and sentence formation.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.1.F		**1.1.1.C.**
	Choose words and phrases for effect.	(Begins in grade 2)	Use increasingly robust vocabulary in oral and written language.
	CC.1.4.1.G	**W.1.1**	**1.4.K.A.**
	Write opinion pieces on familiar topics.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write, dictate or illustrate to convey ideas for a specific purpose.
	CC.1.4.1.H	**W.1.1**	Intentionally blank
	Form an opinion by choosing among given topi	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
	CC.1.4.1.I	**W.1.1**	Intentionally blank
	Support the opinion with reasons related to the opinion.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
	CC.1.4.1.J	**W.1.1**	**1.5.1.C.**
	Create an organizational structure that includes reasons and provides some sense of closure.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Organize writing in a logical order.
	CC.1.4.1.K	**L.1.6**	**1.1.1.C.**
	Use a variety of words and phrases.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Use increasingly robust vocabulary in oral and written language.
	CC.1.4.1.L	**L.1.1 / L.1.2**	**1.5.1.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Begin to use correct grammar and sentence formation.
	CC.1.4.1.M	W.1.3	1.4.1.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Write narratives to develop real or imagined experiences or events.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write, dictate, or illustrate descriptive poems and stories that include literary elements.
	CC.1.4.1.N		**1.4.1.A.**
	Establish "who" and "what" the narrative will be about.	N/A	Write, dictate, or illustrate descriptive poems and stories that include literary elements.
	CC.1.4.1.O		**1.4.1.A.**
	Include thoughts and feelings to describe experiences and events.	N/A	Write, dictate, or illustrate descriptive poems and stories that include literary elements.
	CC.1.4.1.P	**W.1.3**	**1.5.1.C.**
	Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Organize writing in a logical order.
	CC.1.4.1.Q	**L.1.6**	**1.5.1.D.**
	Use a variety of words and phrases.	Use words and phrases acquired through conversations, reading and being read to, and	Write using adjectives, precise nouns, and action verbs.
	CC.1.4.1.R	**L.1.1 / L.1.2**	**1.5.1.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard

	Demonstrate a grade appropriate command of the conventions of standard English grammar 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.
		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		    Print all upper- and lowercase letters.
		    Use common, proper, and possessive nouns.
		    Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
		    Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
		    Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
		    Use frequently occurring adjectives.
		    Use frequently occurring conjunctions (e.g., and, but, or, so, because).
		    Use determiners (e.g., articles, demonstratives).
		    Use frequently occurring prepositions (e.g., during, beyond, toward).
		    Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		    Capitalize dates and names of people.
		    Use end punctuation for sentences.
		    Use commas in dates and to separate single words in a series.
		    Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		    Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
			Use grade appropriate conventions of language when writing and editing.
			• Spell common, frequently used words correctly.
			• Use capital letters correctly.
			• Punctuate correctly.
			• Begin to use correct grammar and sentence formation.

	CC.1.4.1.T	W.1.5	1.8.1.B.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Locate and discuss information on an identified topic in a small group, with teacher guidance.
	CC.1.4.1.U	W.1.6	1.9.1.A.
	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use media and technology resources for directed learning activities.
	CC.1.4.1.V	W.1.7	1.8.1.C.
	Participate in individual or shared research and writing projects.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Create and explain a research-based project in a small group.
	CC.1.4.1.W	W.1.8	1.5.1.B.
	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences with one central idea.
	CC.1.4.1.X		Intentionally blank
	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.	(Begins in grade 4)	
K	CC.1.4.K.A	W.K.2.	1.4.1.B.
	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write, dictate, or illustrate to communicate information.
	CC.1.4.K.B	W.K.3.	1.5.K.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Use a combination of drawing, dictating, and writing to focus on one specific topic.	Use a combination of drawing, dictating, and writing to narrate 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.	Write about one specific topic. 1.4.K.A. Write, dictate or illustrate to convey ideas for a specific purpose.
	CC.1.4.K.C	**W.K.8.**	**1.5.K.B.**
	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Generate ideas and identify content appropriate for the topic.
	CC.1.4.K.D		**1.4.K.A.**
	Make logical connections between drawing and dictation/writing.	N/A	Write, dictate or illustrate to convey ideas for a specific purpose.
	CC.1.4.K.E		**1.5.K.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	N/A	Use grade appropriate conventions of language when writing and editing, with adult assistance. • begin to form letters correctly. •use correct spacing. • Spell words modeled in classroom correctly. • Begin to use capital letters correctly. • Begin to use end punctuation marks. • Create simple sentences.
	CC.1.4.K.F	**W.K.3.**	**1.4.K.B.**
	With prompting and support, illustrate using details and dictate/write using descriptive words.	Use a combination of drawing, dictating, and writing to narrate 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.	Write, dictate, or illustrate to communicate information.
	CC.1.4.K.G	**W.K.1.**	**1.4.K.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Write, dictate, or illustrate to communicate information.
CC.1.4.K.H		W.K.1.	Intentionally Blank
	Form an opinion by choosing between two given topics.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	
CC.1.4.K.I		W.K.1.	Intentionally Blank
	Support the opinion with reasons.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	
CC.1.4.K.J			1.5.K.D.
	Make logical connections between drawing and writing.	N/A	Write using illustrations and descriptive words.
CC.1.4.K.L		L.K.2.	1.5.K.F.
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Use grade appropriate conventions of language when writing and editing, with adult assistance. •begin to form letters correctly. •use correct spacing. • Spell words modeled in classroom correctly. • Begin to use capital letters correctly. • Begin to use end punctuation marks. • Create simple sentences.
CC.1.4.K.M		W.K.3.	1.4.K.B

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Use a combination of drawing, dictating, and writing to narrate 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.	Write, dictate, or illustrate to communicate information.
	CC.1.4.K.N		**1.4.K.B**
	Establish "who" and "what" the narrative will be about.	N/A	Write, dictate, or illustrate to communicate information.
	CC.1.4.K.O	**W.K.3.**	**1.5.K.B**
	Describe experiences and events.	Use a combination of drawing, dictating, and writing to narrate 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.	Generate ideas and identify content appropriate for the topic.
	CC.1.4.K.P	**W.K.3.**	**1.8.K.A.**
	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.	Use a combination of drawing, dictating, and writing to narrate 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.	Ask appropriate questions on a variety of topics
	CC.1.4.K.R	**L.K.2.**	**1.5.K.F.**
	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Use grade appropriate conventions of language when writing and editing, with adult assistance. •begin to form letters correctly. • use correct spacing. • Spell words modeled in classroom correctly. • Begin to use capital letters correctly. • Begin to use end punctuation marks. • Create simple sentences.
	CC.1.4.K.T	**W.K.5.**	**1.8.K.B.**
	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Locate information on identified topics with teacher guidance.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	CC.1.4.K.U	**W.K.6.**	**1.9.K.A.**
	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Gain information using media and technology resources with adult assistance.
	CC.1.4.K.V	**W.K.7.**	**1.8.K.C.**
	Participate in individual or shared research projects on a topic of interest.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Create and explain a research-based project with adult assistance.
	CC.1.4.K.W	**W.K.8.**	**1.2.K.D.**
	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Make predictions, draw conclusions and explain whether or not predictions are confirmed, with adult assistance.
	CC.1.4.K.X	**W.K.4.**	Intentionally blank
	Write routinely over short time frames.	(Begins in grade 3)	
PK	**CC.1.4.PK.A**	N/A	**1.5.PK.A.**
	Draw/dictate to compose informative/ explanatory texts examining a topic.	N/A	Illustrate or dictate to an adult about one specific topic.
	CC.1.4.PK.B	N/A	**1.5.K.A.**
	With prompting and support, draw/dictate about one specific topic.	N/A	Write about one specific topic.
	CC.1.4.PK.C	N/A	**1.5.PK.B.**
	With prompting and support, generate ideas to convey information.	N/A	Generate ideas for a picture, story, or shared writing.
	CC.1.4.PK.D	N/A	**1.5.K.B.**
	With prompting and support, make logical connections between drawing and dictation.	N/A	Generate ideas and identify content appropriate for the topic.
	CC.1.4.PK.M	N/A	**1.5.PK.A.**
	Dictate narratives to describe real or imagined experiences or events.	N/A	Illustrate or dictate to an adult about one specific topic.
	CC.1.4.PK.N	N/A	Intentionally Blank
	Establish "who" and "what" the narrative will be about.	N/A	
	CC.1.4.PK.O	N/A	**1.6.PK.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	With prompting and support describe experiences and events.	N/A	Speak in simple sentences. Share experiences when asked.
	CC.1.4.PK.P	N/A	**1.1.PK.D.**
	Recount a single event and tell about the events in the order in which they occurred.	N/A	Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.
	CC.1.4.PK.T	N/A	**1.6.PK.A.**
	With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	N/A	Listen attentively and respond in conversation.
	CC.1.4.PK.V	N/A	**1.1.PK.D.**
	Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	N/A	Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.
	CC.1.4.PK.W	N/A	**1.2.PK.D**
	With guidance and support, recall information from experiences or books.	N/A	Use illustration clues and story sequence to infer and predict what happens next in a story.
		Speaking and Listening	
11-12	**CC.1.5.11-12.A**	SL.11-12.1	**1.6.12.A.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.11-12.B	SL.11-12.4	1.6.12.A.

PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
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.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
CC.1.5.11-12.C	SL.11-12.3	1.2.L.A.
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.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.
CC.1.5.11-12.D	SL.11-12.5	1.6.12.B./1.9.12.A
Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Demonstrate awareness of audience using appropriate volume and clarity in formal presentations. Use media and technology resources for research, information analysis, problem solving, and decision making in content learning.
CC.1.5.11-12.E	SL.11-12.6	1.9.12.A./1.6.12.B.
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Use media and technology resources for **research**, information **analysis**, problem solving, and decision making in content learning. Demonstrate awareness of audience using appropriate volume and clarity in formal presentations.
CC.1.5.11-12F	SL.11-12.3	1.7.12.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Adapt speech to a variety of contexts and tasks.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.
	CC.1.5.11-12.G	**L.11-12.1**	**1.5.12.F.**
	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Use grade appropriate conventions of language when writing and editing. • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation
9-10	**CC.1.5.9-10.A**	**SL.9-10.1**	**1.6.10.A**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.
	CC.1.5.9-10.B	SL.9-10.3	1.6.10.A
	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
CC.1.5.9-10.C	**SL.9-10.2**	**1.1.10.A.**
Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and **style** as related to supporting the intended purpose using grade level text.
CC.1.5.9-10.D	**SL.9-10.4**	**1.6.10.B.**
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.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.
CC.1.5.9-10.E	**SL.9-10.5**	**1.9.10.A.**
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Use media and technology resources for research and problem solving in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.
CC.1.5.9-10.F	**SL.9-10.6**	**1.7.10.A.**
Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Analyze the role and place of standard American English in speech, writing, and literature.
CC.1.5.9-10.G	**L.9-10.1**	**1.5.10.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
8	CC.1.5.8.A	SL.8.1	1.6.8.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.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. o Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. o Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. o Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.8.B	SL.8.3	1.6.8.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
CC.1.5.8.C	**SL.8.2**	**1.1.8.D.**
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.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, describing context, analyzing positions and arguments, and citing evidence in text.
CC.1.5.8.D	**SL.8.4**	**1.6.8.B.**
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.	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.	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.
CC.1.5.8.E	**SL.8.5**	**1.9.8.A.**
Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Use media and technology resources to support personal productivity, group collaboration, and learning throughout the curriculum.
CC.1.5.8.F	**SL.8.6**	**1.7.8.A.**
Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Analyze differences in formal and informal language used in speech, writing, and literature.
CC.1.5.8.G	**L.8.1**	**1.5.8.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. o Form and use verbs in the active and passive voice. o Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation.
7	**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.	**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. o Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. o Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. o Acknowledge new information expressed by others and, when warranted, modify their own views.	**1.6.7.A.** Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
CC.1.5.7.B	**SL.7.3**	**1.6.7.A.**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
CC.1.5.7.C	**SL.7.2**	**1.1.7.D.**
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.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and arguments, distinguishing fact from opinion, and citing evidence from the text to support conclusions.
CC.1.5.7.D	**SL.7.4**	**1.6.7.B.**
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.	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.	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.
CC.1.5.7.E	**SL.7.5**	**1.9.7.A.**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Use media and technology resources for self-directed learning, support personal productivity, group collaboration, and learning throughout the curriculum.
CC.1.5.7.F	**SL.7.6**	**1.7.7.A.**
Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Identify and interpret differences in formal and informal language used in speech, writing, and literature.
CC.1.5.7.G	**L.7.1**	**1.5.7.F.**

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	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Explain the function of phrases and clauses in general and their function in specific sentences. o Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
6	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.	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. o Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. o Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. o Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1.6.6.A. Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.6.B	SL.6.3	1.6.6.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
CC.1.5.6.C	SL.6.2	1.1.6.D.
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.	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.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
CC.1.5.6.D	SL.6.4	1.6.6.B.
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.	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.	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.
CC.1.5.6.E	SL.6.5	1.9.6.A.
Include multimedia components and visual displays in presentations to clarify information.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.
CC.1.5.6.F	SL.6.6	1.7.6.A.
Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Identify and interpret differences in formal and informal language used in speech, writing, and literature.
CC.1.5.6.G	L.6.1	1.5.6.F.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Ensure that pronouns are in the proper case (subjective, objective, possessive). o Use intensive pronouns (e.g., myself, ourselves). o Recognize and correct inappropriate shifts in pronoun number and person.* o Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* o Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. Use correct grammar and sentence formation
5	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.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. o Follow agreed-upon rules for discussions and carry out assigned roles. o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	1.6.5.A. Listen carefully and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

PA Common Core Standard	Common Core Standard	PA Academic Standard
CC.1.5.5.B	**SL.5.2**	**1.1.5.D.**
Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
CC.1.5.5.C	**SL.5.3**	**1.6.4.A.**
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
CC.1.5.5.D	**SL.5.4**	**1.6.5.B.**
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; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations..
CC.1.5.5.E	**SL.5.5**	**1.9.5.A.**
Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Use media and technology resources for problem solving, self-directed learning, and extended learning activities.
CC.1.5.5.F	**SL.5.6**	**1.7.5.A.**
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Identify differences in formal and informal language used in speech, writing, and literature.
CC.1.5.5.G	**L.5.1**	**1.5.5.F.**

PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. o Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. o Use verb tense to convey various times, sequences, states, and conditions. o Recognize and correct inappropriate shifts in verb tense.* o Use correlative conjunctions (e.g., either/or, neither/nor).	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation
4	CC.1.5.4.A	SL.4.1	1.6.4.A.
	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. o Follow agreed-upon rules for discussions and carry out assigned roles. o Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.4.B	SL.4.2	1.1.4.D.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.
	CC.1.5.4.C	**SL.4.3**	**1.6.4.A.**
	Identify the reasons and evidence a speaker provides to support particular points.	Identify the reasons and evidence a speaker provides to support particular points.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.4.D	**SL.4.4**	**1.6.4.B.**
	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; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	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 at an understandable pace.	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.
	CC.1.5.4.E	**SL.4.5**	**1.9.3.A.**
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Use media and technology resources for directed and independent learning activities.
	CC.1.5.4.F	**SL.4.6**	**1.7.4.A.**
	Differentiate between contexts that require formal English versus informal situations.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Identify differences in formal and informal language used in speech, writing, and literature.
	CC.1.5.4.G	**L.4.1**	**1.5.4.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. o Use modal auxiliaries (e.g., can, may, must) to convey various conditions. o Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). o Form and use prepositional phrases. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
3	CC.1.5.3.A	SL.3.1	1.6.3.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). o Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. o Explain their own ideas and understanding in light of the discussion.	Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information.
	CC.1.5.3.B	SL.3.2	1.1.3.D.
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Demonstrate comprehension /understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and nonlinguistic representations.
	CC.1.5.3.C	SL.3.3	1.6.3.A.
	Ask and answer questions about information from a speaker, offering appropriate detail.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information
	CC.1.5.3.D	SL.3.4	1.6.3.B.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Use appropriate volume and clarity in formal speaking presentations.
	CC.1.5.3.E	SL.3.5	1.6.1.B.
	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.	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.	Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.
	CC.1.5.3.F	SL.3.6	1.6.PK.B.
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in simple sentences. Share experiences when asked.
	CC.1.5.3.G	L.3.1	1.5.3.F.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

		PA Common Core Standard	Common Core Standard	PA Academic Standard
		Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. o Use modal auxiliaries (e.g., can, may, must) to convey various conditions. o Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). o Form and use prepositional phrases. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. Use correct grammar and sentence formation.
2		CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). o Build on others' talk in conversations by linking their comments to the remarks of others. o Ask for clarification and further explanation as needed about the topics and texts under discussion.	1.6.2.A. Listen actively and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

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	CC.1.5.2.B	**SL.2.2**	**1.1.2.D.**
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Demonstrate comprehension /understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
	CC.1.5.2.C	**SL.2.3**	**1.6.2.A.**
	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.	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.	Listen actively and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.2.D	**SL.2.4**	**1.6.2.B.**
	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.
	CC.1.5.2.E	**SL.2.5**	Intentionally Blank
	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Intentionally Blank
	CC.1.5.2.F	**SL.2.6**	**1.6.PK.B.**
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in simple sentences. Share experiences when asked.
	CC.1.5.2.G	**L.2.1**	**1.5.2.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Use collective nouns (e.g., group). o Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). o Use reflexive pronouns (e.g., myself, ourselves). o Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). o Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.
1	CC.1.5.1.A	SL.1.1	1.6.1.A.
	Participate in collaborative conversations with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. o Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). o Build on others' talk in conversations by responding to the comments of others through multiple exchanges. o Ask questions to clear up any confusion about the topics and texts under discussion.	Listen actively and respond to others in small and large group situations with appropriate questions and ideas.
	CC.1.5.1.B	SL.1.2	1.1.1.D.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	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.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge, and nonlinguistic representations.
	CC.1.5.1.C	**SL.1.3**	**1.6.1.A.**
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Listen actively and respond to others in small and large group situations with appropriate questions and ideas.
	CC.1.5.1.D	**SL.1.4**	**1.6.1.B.**
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.
	CC.1.5.1.E	**SL.1.5**	**1.6.1.B.**
	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.
	CC.1.5.1.F	**SL.1.6**	**1.5.1.F**
	Produce complete sentences when appropriate to task and situation.	Produce complete sentences when appropriate to task and situation.	Use grade appropriate conventions of language when writing and editing.
	CC.1.5.1.G	**L.1.1**	**1.5.1.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. o Use common, proper, and possessive nouns. o Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). o Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). o Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). o Use frequently occurring adjectives. o Use frequently occurring conjunctions (e.g., and, but, or, so, because). o Use determiners (e.g., articles, demonstratives). o Use frequently occurring prepositions (e.g., during, beyond, toward). o Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Begin to use correct grammar and sentence formation.
K	CC.1.5.K.A	SL.K.1	1.6.2.A.

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Participate in collaborative conversations with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. o Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). o Continue a conversation through multiple exchanges.	Listen actively and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
	CC.1.5.K.B	**SL.K.2**	**1.1.K.D.**
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	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.	Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
	CC.1.5.K.C	**SL.K.3**	**1.6.PK.A.**
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Listen attentively and respond in conversation.
	CC.1.5.K.D	**SL.K.4**	**1.6.PK.B.**
	Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Speak in simple sentences. Share experiences. 1.6.K.B. Speak clearly enough to be understood by all audiences using appropriate volume.
	CC.1.5.K.F	**SL.K.6**	**1.6.K.B.**
	Speak audibly and express thoughts, feelings, and ideas clearly.	Speak audibly and express thoughts, feelings, and ideas clearly.	Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures where appropriate.
	CC.1.5.K.G	**L.K.1**	**1.5.K.F.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.	Use grade appropriate conventions of language when writing and editing, with adult assistance. •begin to form letters correctly. •use correct spacing. • Spell words modeled in classroom correctly. • Begin to use capital letters correctly. • Begin to use end punctuation marks.
PK	**CC.1.5.PK.A**		**1.5.PK.A.**
	Participate in collaborative conversations with peers and adults in small and larger groups.	N/A	Listen attentively and respond in conversation.
	CC.1.5.PK.B		**1.1.PK.D.**
	Answer questions about key details in a text read aloud or information presented orally or through other media.	N/A	Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.
	CC.1.5.PK.C		**1.6.PK.A.**
	Respond to what a speaker says in order to follow directions, seek help, or gather information.	N/A	Listen attentively and respond in conversation.
	CC.1.5.PK.D		**1.6.PK.B.**

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PA Common Core - Common Core – PA Academic Standard Crosswalk*

	PA Common Core Standard	Common Core Standard	PA Academic Standard
	Using simple sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by most audiences.	N/A	Speak in simple sentences. Share experiences. 1.6.K.B. Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures
	CC.1.5.PK.F		**1.6.PK.B.**
	Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	N/A	Speak in simple sentences. Share experiences. 1.6.K.B. Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures
	CC.1.5.PK.G		**1.5.PK.G**
	Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.	N/A	Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.

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