Academic Standards for English Language Arts

Grades 6–12
March 1, 2014

Pennsylvania Department of Education

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

INTRODUCTION

These standards describe what students should know and be able to do with the English language, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K–12 continuum to reflect the demands of a college- and career-ready graduate:

Standard 1:   <u>Foundational Skills</u> begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.

Standard 2:   <u>Reading Informational Text</u> enables students to read, understand, and respond to informational text.

Standard 3:   <u>Reading Literature</u> enables students to read, understand, and respond to works of literature.

Standard 4:   <u>Writing</u> develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.

Standard 5:   <u>Speaking and Listening</u> focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA Core Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a "step" of growth on the "staircase") so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On Standard Aligned System portal, it is a live link.

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Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2	**Reading Informational Text**				
	Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Key Ideas and Details — Main Idea	**CC.1.2.6.A** Determine the 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. E06.B-K.1.1.2	**CC.1.2.7.A** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. E07.B-K.1.1.2	**CC.1.2.8.A** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2	**CC.1.2.9–10.A** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	**CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
Key Ideas and Details — Text Analysis	**CC.1.2.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1	**CC.1.2.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.B-K.1.1.1	**CC.1.2.8.B** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1	**CC.1.2.9–10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	**CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

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1.2	Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Key Ideas and Details — Text Analysis	**CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3	**CC.1.2.7.C** Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3	**CC.1.2.8.C** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3	**CC.1.2.9–10.C** 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. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3	**CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
Craft and Structure — Point of View	**CC.1.2.6.D** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1	**CC.1.2.7.D** 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. E07.B-C.2.1.1	**CC.1.2.8.D** 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. E08.B-C.2.1.1	**CC.1.2.9–10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6	**CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
Craft and Structure — Text Structure	**CC.1.2.6.E** Analyze the author's structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2	**CC.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. E07.B-C.2.1.2	**CC.1.2.8.E** Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2	**CC.1.2.9–10.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. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3	**CC.1.2.11–12.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.

1.2	**Reading Informational Text**

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Craft and Structure — Vocabulary	**CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.B-V.4.1.1 E06.B-V.4.1.2	**CC.1.2.7.F** 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. E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3	**CC.1.2.8.F** Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3	**CC.1.2.9–10.F** Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4	**CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
Integration of Knowledge and Ideas — Diverse Media	**CC.1.2.6.G** 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.	**CC.1.2.7.G** 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).	**CC.1.2.8.G** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**CC.1.2.9–10.G** 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. L.N.2.2.3	**CC.1.2.11–12.G** 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.

1.2	**Reading Informational Text** **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Integration of Knowledge and Ideas Evaluating Arguments	**CC.1.2.6.H** Evaluate an author's argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1	**CC.1.2.7.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. E07.B-C.3.1.1	**CC.1.2.8.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E08.B-C.3.1.1	**CC.1.2.9–10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6	**CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
Integration of Knowledge and Ideas Analysis Across Texts	**CC.1.2.6.I** Examine how two authors present similar information in different types of text. E06.B-C.3.1.2	**CC.1.2.7.I** Analyze how two or more authors present and interpret facts on the same topic. E07.B-C.3.1.2	**CC.1.2.8.I** Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. E08.B-C.3.1.2	**CC.1.2.9–10.I** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	**CC.1.2.11–12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

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1.2	**Reading Informational Text** **Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Vocabulary Acquisition and Use	**CC.1.2.6.J** 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. E06.B-V.4.1.1 E06.B-V.4.1.2	**CC.1.2.7.J** 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. E07.B-V.4.1.1 E07.B-V.4.1.2	**CC.1.2.8.J** 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. E08.B-V.4.1.1 E08.B-V.4.1.2	**CC.1.2.9–10.J** 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. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3	**CC.1.2.11–12.J** 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.
Vocabulary Acquisition and Use	**CC.1.2.6.K** 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. E06.B-V.4.1.1	**CC.1.2.7.K** 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. E07.B-V.4.1.1	**CC.1.2.8.K** 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. E08.B-V.4.1.1	**CC.1.2.9–10.K** 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. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4	**CC.1.2.11–12.K** 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.
Range of Reading	**CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.7.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.8.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.9–10.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.11–12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3	Reading Literature				
	Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Key Ideas and Details — Theme	**CC.1.3.6.A** 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.

E06.A-K.1.1.2 | **CC.1.3.7.A** 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.

E07.A-K.1.1.2 | **CC.1.3.8.A** 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.

E08.A-K.1.1.2 | **CC.1.3.9–10.A** 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.

L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4 | **CC.1.3.11–12.A** 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. |
| **Key Ideas and Details — Text Analysis** | **CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

E06.A-K.1.1.1 | **CC.1.3.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.1 | **CC.1.3.8.B** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

E08.A-K.1.1.1 | **CC.1.3.9–10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

L.F.1.1.1 | |

1.3	Reading Literature				
	Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Craft and Structure — Point of View	**CC.1.3.6.D** Determine an author's purpose in a text and explain how it is conveyed in a text. E06.A-C.2.1.1	**CC.1.3.7.D** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.1	**CC.1.3.8.D** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1	**CC.1.3.9–10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. L.F.2.3.6	**CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
Craft and Structure — Text Structure	**CC.1.3.6.E** Analyze how the structure of a text contributes to the development of theme, setting, and plot. E06.A-C.2.1.2	**CC.1.3.7.E** Analyze how the structure or form of a text contributes to its meaning. E07.A-C.2.1.2	**CC.1.3.8.E** 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. E08.A-C.2.1.2	**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3	**CC.1.3.11–12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
Craft and Structure — Vocabulary	**CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2	**CC.1.3.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2	**CC.1.3.8.F** Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2	**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1	**CC.1.3.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.

1.3	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Integration of Knowledge and Ideas — Sources of Information	**CC.1.3.6.G** 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.	**CC.1.3.7.G** 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).	**CC.1.3.8.G** 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.	**CC.1.3.9–10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4	**CC.1.3.11–12.G** 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.)
Integration of Knowledge and Ideas	**CC.1.3.6.H** 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. E06.A-C.3.1.1	**CC.1.3.7.H** 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. E07.A-C.3.1.1	**CC.1.3.8.H** 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. E08.A-C.3.1.1	**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1	**CC.1.3.11–12.H** 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.
Vocabulary Acquisition and Use	**CC.1.3.6.I** 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. E06.A-V.4.1.1	**CC.1.3.7.I** 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. E07.A-V.4.1.1	**CC.1.3.8.I** 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. E08.A-V.4.1.1	**CC.1.3.9–10.I** 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. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4	**CC.1.3.11–12.I** 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.

1.3	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Vocabulary Acquisition and Use	**CC.1.3.6.J** 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. E06.A-V.4.1.1 E06.A-V.4.1.2	**CC.1.3.7.J** 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. E07.A-V.4.1.1 E07.A-V.4.1.2	**CC.1.3.8.J** 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. E08.A-V.4.1.1 E08.A-V.4.1.2	**CC.1.3.9–10.J** 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. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4	**CC.1.3.11–12.J** 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.
Range of Reading	**CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.7.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.8.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.11–12.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4	Writing				
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Informative/ Explanatory	**CC.1.4.6.A** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**	**CC.1.4.7.A** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**	**CC.1.4.8.A** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**	**CC.1.4.9–10.A** **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.**	**CC.1.4.11–12.A** **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.**
Informative/Explanatory Focus	**CC.1.4.6.B** Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1	**CC.1.4.7.B** Identify and introduce the topic clearly, including a preview of what is to follow. E07.C.1.2.1 E07.E.1.1.1	**CC.1.4.8.B** Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1	**CC.1.4.9–10.B** Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1	**CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
Informative/Explanatory Content	**CC.1.4.6.C** 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. E06.C.1.2.2 E06.E.1.1.2	**CC.1.4.7.C** 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. E07.C.1.2.2 E07.E.1.1.2	**CC.1.4.8.C** 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. E08.C.1.2.2 E08.E.1.1.2	**CC.1.4.9–10.C** 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. C.E.1.1.2	**CC.1.4.11–12.C** 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.

1.4	Writing
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Informative/Explanatory — Organization	**CC.1.4.6.D** 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. E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6	**CC.1.4.7.D** 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. E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6	**CC.1.4.8.D** 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. E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6	**CC.1.4.9–10.D** 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. C.E.1.1.3 C.E.1.1.5	**CC.1.4.11–12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.

1.4	Writing				
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Informative/Explanatory Style	**CC.1.4.6.E** 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. • Develop and maintain a consistent voice. • Establish and maintain a formal style. E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5	**CC.1.4.7.E** 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. • Develop and maintain a consistent voice. • Establish and maintain a formal style. E07.C.1.2.4 E07.C.1.2.5 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5	**CC.1.4.8.E** 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. • Establish and maintain a formal style. E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5	**CC.1.4.9–10.E** 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. C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7	**CC.1.4.11–12.E** 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.

1.4	**Writing**
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Informative/Explanatory — **Conventions of Language**	**CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	**CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	**CC.1.4.8.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5	**CC.1.4.11–12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	**CC.1.4.6.G** **Write arguments to support claims.**	**CC.1.4.7.G** **Write arguments to support claims.**	**CC.1.4.8.G** **Write arguments to support claims.**	**CC.1.4.9–10.G** **Write arguments to support claims in an analysis of substantive topics.**	**CC.1.4.11–12.G** **Write arguments to support claims in an analysis of substantive topics.**

1.4	**Writing**				
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Opinion/Argumentative Focus	**CC.1.4.6.H** Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1	**CC.1.4.7.H** Introduce and state an opinion on a topic. E07.C.1.1.1 E07.E.1.1.1	**CC.1.4.8.H** Introduce and state an opinion on a topic. E08.C.1.1.1 E08.E.1.1.1	**CC.1.4.9–10.H** Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise claim. C.P.1.1.1	**CC.1.4.11–12.H** Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.
Opinion/Argumentative Content	**CC.1.4.6.I** Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2	**CC.1.4.7.I** Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E07.C.1.1.2 E07.E.1.1.2	**CC.1.4.8.I** Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E08.C.1.1.2 E08.E.1.1.2	**CC.1.4.9–10.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C.P.1.1.2 C.P.1.1.3	**CC.1.4.11–12.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

1.4	**Writing** **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Opinion/Argumentative Organization	**CC.1.4.6.J** 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. E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6	**CC.1.4.7.J** 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. E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6	**CC.1.4.8.J** 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. E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6	**CC.1.4.9–10.J** 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. C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6	**CC.1.4.11–12.J** 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 to 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.

1.4	Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Opinion/Argumentative Style	**CC.1.4.6.K** 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. • Develop and maintain a consistent voice. • Establish and maintain a formal style. E06.C.1.1.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5	**CC.1.4.7.K** 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. • Develop and maintain a consistent voice. • Establish and maintain a formal style. E07.C.1.1.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5	**CC.1.4.8.K** 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. • Establish and maintain a formal style. E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5	**CC.1.4.9–10.K** 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. C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7	**CC.1.4.11–12.K** 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.

1.4	**Writing**				
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Narrative Content	**CC.1.4.6.O** 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. E06.C.1.3.2 E06.C.1.3.4	**CC.1.4.7.O** 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. E07.C.1.3.2 E07.C.1.3.4	**CC.1.4.8.O** 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. E08.C1.3.2 E08.C1.3.4	**CC.1.4.9–10.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, 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.	**CC.1.4.11–12.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, 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.
Narrative Organization	**CC.1.4.6.P** 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. E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5	**CC.1.4.7.P** 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. E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5	**CC.1.4.8.P** 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. E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5	**CC.1.4.9–10.P** 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.	**CC.1.4.11–12.P** 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.

1.4	Writing				
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Narrative Style	**CC.1.4.6.Q** Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4	**CC.1.4.7.Q** 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. E07.C.1.3.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5	**CC.1.4.8.Q** 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 effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6	**CC.1.4.9–10.Q** 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.	**CC.1.4.11–12.Q** 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.

1.4	**Writing**				
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11–12**
Narrative — Conventions of Language	**CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	**CC.1.4.7.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	**CC.1.4.8.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	**CC.1.4.9–10.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**CC.1.4.11–12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4	Writing

Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Response to Literature	**CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6	**CC.1.4.7.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6	**CC.1.4.8.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6	**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	**CC.1.4.11–12.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
Production and Distribution of Writing — Writing Process	**CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**CC.1.4.7.T** 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.	**CC.1.4.8.T** 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.	**CC.1.4.9–10.T** 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.	**CC.1.4.11–12.T** 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.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.4	Writing
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Technology and Publication	**CC.1.4.6.U** 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.	**CC.1.4.7.U** 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.	**CC.1.4.8.U** 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.	**CC.1.4.9–10.U** 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.	**CC.1.4.11–12.U** 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.
Conducting Research	**CC.1.4.6.V** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**CC.1.4.7.V** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**CC.1.4.8.V** 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.	**CC.1.4.9–10.V** 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.	**CC.1.4.11–12.V** 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.
Credibility, Reliability, and Validity of Sources	**CC.1.4.6.W** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**CC.1.4.7.W** 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.	**CC.1.4.8.W** 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.	**CC.1.4.9–10.W** 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.	**CC.1.4.11–12.W** 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.

1.4	Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Range of Writing	**CC.1.4.6.X** 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.	**CC.1.4.7.X** 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.	**CC.1.4.8.X** 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.	**CC.1.4.9–10.X** 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.	**CC.1.4.11–12.X** 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.

1.5	**Speaking and Listening** **Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Comprehension and Collaboration — Collaborative Discussion	**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.	**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.	**CC.1.5.8.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.	**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Comprehension and Collaboration — Critical Listening	**CC.1.5.6.B** Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	**CC.1.5.7.B** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**CC.1.5.8.B** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**CC.1.5.9–10.B** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**CC.1.5.11–12.B** 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.

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1.5   **Speaking and Listening**
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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		Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11-12
Comprehension and Collaboration	Evaluating Information	**CC.1.5.6.C** 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.	**CC.1.5.7.C** 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.	**CC.1.5.8.C** 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.	**CC.1.5.9–10.C** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**CC.1.5.11–12.C** 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.
Presentation of Knowledge and Ideas	Purpose, Audience, and Task	**CC.1.5.6.D** 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.	**CC.1.5.7.D** 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.	**CC.1.5.8.D** 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.	**CC.1.5.9–10.D** 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.	**CC.1.5.11–12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

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1.5	**Speaking and Listening** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Presentation of Knowledge and Ideas — Context	**CC.1.5.6.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.7.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.8.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.9–10.E** Adapt speech to a variety of contexts and tasks.	**CC.1.5.11–12E** Adapt speech to a variety of contexts and tasks.
Integration of Knowledge and Ideas — Multimedia	**CC.1.5.6.F** Include multimedia components and visual displays in presentations to clarify information.	**CC.1.5.7.F** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**CC.1.5.8.F** Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	**CC.1.5.9–10.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	**CC.1.5.11–12.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

1.5	**Speaking and Listening** **Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**				
	Grade 6	**Grade 7**	**Grade 8**	**Grades 9–10**	**Grades 11-12**
Conventions of Standard English	**CC.1.5.6.G** Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	**CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	**CC.1.5.8.G** Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	**CC.1.5.9–10.G** Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	**CC.1.5.11–12.G** Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.