

# Regulatory Analysis Form

(Completed by Promulgating Agency)

INDEPENDENT REGULATORY  
REVIEW COMMISSION

2012 SEP 20 AM 11:52

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(All Comments submitted on this regulation will appear on IRRC's website)

(1) Agency  
State Board of Education

(2) Agency Number: 006  
Identification Number: 326

IRRC Number: 2976

(3) PA Code Cite: 22 Pa. Code Chapter 4

(4) Short Title: Academic Standards and Assessment

(5) Agency Contacts (List Telephone Number and Email Address):

Primary Contact: Karen Molchanow, Executive Director, State Board of Education, (717) 787-3787, [ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov)

Secondary Contact:

(6) Type of Rulemaking (check applicable box):

- Proposed Regulation  
 Final Regulation  
 Final Omitted Regulation

- Emergency Certification Regulation;  
 Certification by the Governor  
 Certification by the Attorney General

(7) Briefly explain the regulation in clear and nontechnical language. (100 words or less)

The proposed regulation modifies key aspects of Chapter 4 related to academic standards, assessments, planning and graduation requirements for public school districts, area vocational-technical schools (AVTSS), charter schools and cyber charter schools. The amendments revise the Commonwealth's academic standards to reflect the Pennsylvania Common Core Standards in English Language Arts and Mathematics by placing these standards in Appendix A, and retains the Common Core Standards for Literacy in History/Social Sciences, Science and Technical Subjects as supplements to the Academic Standards for Science and Technology (currently in Appendix B) and the Academic Standards for History (currently in Appendix C). The amendments also address assessment security concerns by removing the ability of a parent or guardian to review state assessments prior to their administration unless the review is necessary to determine whether the assessment conflicts with their religious belief. The revisions provide flexibility to school entities in undertaking strategic planning by removing the state-prescribed timeframe and state-prescribed process for such plans. The amendments require that students demonstrate proficiency on the Keystone Exams or another validated exam as a requirement for high school graduation. If necessary, the proposed regulation provides alternatives for meeting the requirements or waivers.

(8) State the statutory authority for the regulation. Include specific statutory citation.

Sections 2603-B and 2604-B of the Public School Code of 1949 (24 P.S. §§ 26-2603 and 26-2604).

(9) Is the regulation mandated by any federal or state law or court order, or federal regulation? Are there any relevant state or federal court decisions? If yes, cite the specific law, case or regulation as well as, any deadlines for action.

The Federal No Child Left Behind Act of 2001 (NCLB) (20 U.S.C. § 6311(b)(2)(A)), mandates that each state implement “a set of high-quality, yearly student academic assessments” that include, “at a minimum, academic assessments in mathematics, reading or language arts, and science” at the elementary through high school level.

(10) State why the regulation is needed. Explain the compelling public interest that justifies the regulation. Describe who will benefit from the regulation. Quantify the benefits as completely as possible and approximate the number of people who will benefit.

The proposed regulation is necessary to restore value to and confidence in the high school diploma. With the focus of increasing rigor in our classrooms across the state, the compelling need focuses on ensuring Pennsylvania educators have a solid foundation upon which to build curriculum and assess student proficiency. Thus, the regulation includes both a set of standards to guide instruction and a testing protocol to measure student learning. The revised Chapter 4 offers regulations that reflect several cogent goals:

- Pennsylvania Common Core State Standards include rigorous content and application of knowledge through high-order skills and are internationally benchmarked so that all students are prepared to succeed in the global economy.
- Revised Pennsylvania System of School Assessment (PSSA) testing will align with the Common Core goals and set high expectations for all students.
- Keystone Exams at the secondary level will provide rigorous, standards-aligned end of course assessments that will serve as graduation requirements and set high expectations for students as they exit high school and enter college or the workforce.

Based upon the Common Core Standards, which were developed through a state-led initiative coordinated by the Council of Chief State School Officers (CCSSO) and the National Governors Association, Pennsylvania’s Common Core Standards draw upon the content and rigor of the Common Core and incorporate them into a comprehensive set of English Language Arts and Mathematics standards that set high expectations designed to prepare students for college and career readiness.

Revised PSSA tests in grades 3 through 8 will reflect the Pennsylvania Common Core Standards and assess students’ proficiency levels based upon a set of Assessment Anchors and Eligible Content aligned to the revised standards. The focus on Keystone Exams at the secondary level, designed as end of course assessments, will also measure proficiency in specific courses and will inform school and community of student progress to meet the college and career ready expectation.

For those students not meeting proficiency in the Keystone Exams, provisions to provide remediation after less than proficient performance will encourage educators to evaluate curriculum and develop strategies to differentiate instruction so that all students can achieve. For those students who fail to meet proficiency after remediation, the project-based assessments provide a pathway to proficiency that melds a project with tutoring along the way, enabling the student to work through an assessment with customized learning. The Keystone Exam and related project-based assessments seek to provide multiple avenues for students to meet with success and fulfill graduation requirements.

(11) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulations.

No. Even though the federal NCLB legislation requires academic assessments, the federal government has not established minimum standards for high school graduation exams.

(12) How does this regulation compare with those of the other states? How will this affect Pennsylvania's ability to compete with other states?

As of the 2010-11 school year, 30 states currently require or plan to require students to take, but not necessarily pass, an assessment to graduate. In 25 (including Maryland, New Jersey, New York, Ohio and Virginia) of the 30 states, "students are (or soon will be) required to pass the assessment in order to graduate" (Center on Education Policy (CEP), *State High School Tests*, page 11, December 2011). According to CEP, approximately 76 percent of public high school students nationwide – including 78 percent of low-income students and 84 percent of students of color – are enrolled in states with exit exams. The proposed regulation will allow Pennsylvania to keep pace with rising academic expectations nationally, while still providing districts and students with significant flexibility and alternatives in implementing and meeting the requirements.

According to the Council of Chief State School Officers and the National Governors Association, 45 states and 3 U.S. territories have formally adopted the Common Core Standards, which serve as the foundation for the Pennsylvania Common Core Standards in the proposed regulation. Adopting the Pennsylvania Common Core will ensure that the expectations set for students in the Commonwealth are aligned with the shared academic goals established by the majority of states in the nation.

(13) Will the regulation affect any other regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.

No

(14) Describe the communications with and solicitation of input from the public, any advisory council/group, small businesses and groups representing small businesses in the development and drafting of the regulation. List the specific persons and/or groups who were involved. ("Small business" is defined in Section 3 of the Regulatory Review Act, Act 76 of 2012.)

The Board's Committee on Academic Standards/Chapter 4 convened public hearings to solicit input on draft proposed revisions to Chapter 4 relevant to Keystone Exams. Hearings were held at the Montgomery County Intermediate Unit in Norristown on February 29, 2012, and at the Department of Education in Harrisburg on March 14, 2012. A third hearing scheduled to be held in Pittsburgh on March 7, 2012, was cancelled because no stakeholders registered to provide comment to the Committee. In addition to providing an opportunity to testify before the Committee, the Board also invited individuals to submit written testimony on draft proposed revisions to Chapter 4. Comments received during this process were taken into consideration by the Board in making revisions to the draft regulatory proposal that was considered by the Board for action on May 10, 2012.

The following individuals and organizations submitted oral and/or written comments on draft proposed revisions to Chapter 4:

Brian A. Bliss, Assistant Superintendent, Solanco School District, Quarryville  
Jason Raia, Vice President of Education, Freedoms Foundation, Valley Forge  
Kathy Metrick, Assistant Superintendent, Quakertown Community School District  
Matthew Haggerty, Stroudsburg  
Elliott Seif

Kimberly D. Geyer, Valencia  
David W. Patti, President & CEO, Pennsylvania Business Council  
Joan Benso, President & CEO, Pennsylvania Partnerships for Children  
Jason Imler, Pennsylvania Council for the Social Studies  
Matt Zieger, Team PA Foundation  
Richard Fry, Chair, Legislative Committee, Pennsylvania Association of School Administrators  
Pennsylvania School Boards Association  
W. Gerard Oleksiak, Vice President, Pennsylvania State Education Association

Notice of the State Board's public hearings on draft proposed changes to Chapter 4 was made in accordance with the Sunshine Act. Members of the public, including small business owners, were welcome to address the Board's Committee on Academic Standards/Chapter 4 or to submit written comments in lieu of appearing at a hearing. In his testimony to the State Board, David Patti, President & CEO of the Pennsylvania Business Council (PBC), stated that PBC's position on state high school graduation requirements was informed by a spring 2009 survey it conducted of 400 Pennsylvania businesspersons, including representatives of the construction, retail trade, services, agriculture, manufacturing, mining, transportation, wholesale and finance industries. Mr. Patti further stated that PBC's position on the issue "was not unique to large employers, but shared by all types of employers in all parts of Pennsylvania." The State Board also received testimony from the Team Pennsylvania Foundation, whose leadership includes representatives of businesses of varying sizes.

To enhance the formulation of the Pennsylvania Common Core Standards, the Department convened teams of Pennsylvania educators to inform the drafting of these standards. Educators were invited to submit their names for participation on the Mathematics and English Language Arts committees via an application on the Department's web site. Committee members were chosen from among the applicants based upon the need to have a well-rounded representative group of members representing K-12 education and members with experience in the content areas assessed by Keystone Exams, curriculum framework, PSSA assessment development and other standards-related initiatives. Insofar as reasonably possible – based upon the applicant pool – creating committees of educators from across the Commonwealth was an important consideration.

The following Pennsylvania educators served on the Pennsylvania Common Core Standards English Language Arts Committee (ELA):

Cindy Anderson, IU 13  
Sari Brecosky, IU 13  
Susan Elliott, West Chester School District  
Suzanne Laverick-Stone, Quakertown School District  
Patricia Balon, Northern Tioga School District  
Cathleen Cubelic, IU 4  
Emily Reed, Northern York County School District  
Margee Ziegenfuss, East Pennsboro School District (retired)  
Diane Barrie, Methacton School District  
Barbara Frye, Titusville Area School District  
Johanna Weller, Spring-Ford School District  
Susan Wenger, Susquenita School District  
Rick Averill, Central Dauphin School District  
Karen Beerer, Boyertown Area School District  
Missy Bolen, West Shore School District  
Heidi Trexler, School District of Lancaster  
Christine Rutledge, Wyoming Area School District  
Steve Sinning, Baldwin Whitehall School District  
Rebecca Snyder, Greater Latrobe School District  
James Steeley, Hempfield Area School District  
Diane Simaska, Bureau of Assessment and Accountability, PA Department of Education



Kerry Helm, Bureau of Assessment and Accountability, PA Department of Education

The ELA Committee met on the following dates:

- January 18, 19 and 20, 2012 (whole committee)
- February 3, 2012 (sub-committee)
- February 7, 2012 (sub-committee)
- February 23, 2012 (whole committee)

The following Pennsylvania educators served on the Pennsylvania Common Core Standards Mathematics Committee:

Kathleen Covey, Scranton School District  
Warren Mata, Exeter Township School District  
Crystal Mueller, Southern York County School District  
Johnna Weller, Spring-Ford Area School District  
Stacey Meckes, East Penn School District  
Roberta Biseda, Mt. Lebanon School District  
Amy Lena, Cumberland Valley School District  
Mathew Sahd, Hempfield School District  
Diane Hurst, IU 13  
Maria Konopke, Wyoming Valley West School District  
Lori Patton, IU 5  
Mariele Sipe, Bermudian Springs School District  
Lisa Amspacher, Milton Hershey School  
Eden Badertscher, Pittsburgh School District  
Fred Brown, Haverford School District  
Paulette Fleegle, Chestnut Ridge School District  
Carolyn Marchetti, Berks IU  
Amy Houck, IU 13  
Deb Wise, Office of Child Development and Early Learning, PA Departments of Education & Public Welfare  
Brandi Miller, Office of Child Development and Early Learning, PA Departments of Education & Public Welfare

The Mathematics Committee met on the following dates:

- January 18, 19 and 20, 2012
- February 13, 2012 (sub-committee)
- March 30, 2012
- April 3, 2012

(15) Identify the types and number of persons, businesses, small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012) and organizations which will be affected by the regulation. How are they affected?

The proposed regulations will affect school districts, public school employees, AVTSs, charter schools, cyber charter schools, and their students, and Pennsylvania Department of Education. In 2010-2011, there were approximately 3,350 public schools in the Commonwealth that serve 1.78 million students and employ approximately 157,944 professional staff. The proposed regulation will provide rigorous, standards-aligned end of course assessments that will serve as graduation requirements and set high expectations for students as they exit high school and enter college or the workforce. For those students not meeting proficiency, the regulation requires that they receive supplemental instruction and provides an alternative pathway for students to successfully fulfill state graduation requirements. The regulation also will provide flexibility to school entities in undertaking strategic planning by removing the state-prescribed timeframe and state-prescribed process for such plans. Finally, the adoption of Pennsylvania Common Core Standards will guide school entities in developing

rigorous curriculum that is internationally benchmarked so that all students are prepared to succeed in the global economy.

(16) List the persons, groups or entities, including small businesses, that will be required to comply with the regulation. Approximate the number that will be required to comply.

School districts, public school employees, AVTSs, charter schools, cyber charter schools, and their students, and Pennsylvania Department of Education (Department) staff. In 2010-2011, there were 1.78 million students enrolled in public schools (kindergarten – 12<sup>th</sup> grade) across Pennsylvania.

(17) Identify the financial, economic and social impact of the regulation on individuals, small businesses, businesses and labor communities and other public and private organizations. Evaluate the benefits expected as a result of the regulation.

The high school graduation requirements in the proposed regulation will provide enhanced incentives for students and their schools and communities to strive for educational outcomes where high school graduates will have college and career ready skills. As noted by the Board in 2009, one-in-three high school graduates who enroll in a state-owned university or community college require remedial English or math. By requiring a valid assessment of a high school education, the proposed regulation should substantially reduce the need for remedial courses at higher education facilities. Currently, the annual cost to Pennsylvania's public colleges and universities to offer and students to take remedial classes is \$22,867,706 for community colleges and \$5,792,640 for state universities.

Further, high school graduates entering the workforce require the college and career ready skills necessary to solidify quality employment. The percent of jobs requiring skilled or professional labor has risen from 30 percent in 1950 to 70 percent in 2002. By increasing the education levels and employability of high school graduates, students, businesses large and small, governments and our state economy will prosper.

(18) Explain how the benefits of the regulation outweigh any cost and adverse effects.

There is strong evidence that "high stakes" testing or requiring passage of a test or exam in order to achieve high school graduation can be a "potent policy in terms of bringing about real positive changes in student learning." *"Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence,"* Lishing Wang, Gulbahar Beckett and Lionel Brown, Applied Measurement in Education 19(4), 320 (2006). In order to assure that taxpayer dollars produce results in public education, the appropriate standards and assessments need to be coupled with a concrete incentive for learning.

(19) Provide a specific estimate of the costs and/or savings to the **regulated community** associated with compliance, including any legal, accounting or consulting procedures which may be required. Explain how the dollar estimates were derived.

This proposed regulation will not impose any new costs on students or their families. All expenditures relating to the proposed regulation will be through the state, school districts, AVTSs, charter schools and cyber charter schools.

(20) Provide a specific estimate of the costs and/or savings to the **local governments** associated with compliance, including any legal, accounting or consulting procedures which may be required. Explain how the dollar estimates were derived.

The proposed regulation will not impose any new costs on school districts. It will provide some cost savings by providing additional time for implementing the Keystone Exams when compared to the current schedule in Chapter 4. In addition, school districts will save costs via the elimination of the state-mandated submittal of

strategic plans and the deletion of the “culminating project” graduation requirement in the 2016-2017 school year. Savings based on the removal of the “culminating project” component could range from \$4.4 to \$74.7 million statewide.

(21) Provide a specific estimate of the costs and/or savings to the **state government** associated with the implementation of the regulation, including any legal, accounting, or consulting procedures which may be required. Explain how the dollar estimates were derived.

The state will develop the assessment instrument for the Keystone Exams. Beginning in Fiscal Year 2012-13, cost increases for the Commonwealth will be \$15.6 million, and will increase by an additional \$3.2 million in each following fiscal year.

The state also will experience savings with this proposed regulation via the elimination of the mandate for districts to submit strategic plans. However, these savings are difficult to quantify.

(22) For each of the groups and entities identified in items (19)-(21) above, submit a statement of legal, accounting or consulting procedures and additional reporting, recordkeeping or other paperwork, including copies of forms or reports, which will be required for implementation of the regulation and an explanation of measures which have been taken to minimize these requirements.

The proposed regulation required the Department of Education to annually report to the State Board the number of emergency waivers issued to school districts, AVTSs, charter schools and cyber charter schools. This will be accomplished through the Department’s current staff complement. The proposed regulation does not contain any other new legal, accounting or consulting procedures, or new requirements for reporting, recordkeeping, submitting forms or reports, or processing paperwork.

(23) In the table below, provide an estimate of the fiscal savings and costs associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	<b>Current FY Year</b>	<b>FY +1 Year</b>	<b>FY +2 Year</b>	<b>FY +3 Year</b>	<b>FY +4 Year</b>	<b>FY +5 Year</b>
<b>SAVINGS:</b>	\$	\$	\$	\$	\$	\$
<b>Regulated Community</b>	NA	NA	NA	NA	NA	NA
<b>Local Government</b>	\$0	\$0	\$0	\$0	\$0	\$35,000,000
<b>State Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Savings</b>	\$0	\$0	\$0	\$0	\$0	\$35,000,000
<b>COSTS:</b>						
<b>Regulated Community</b>	NA	NA	NA	NA	NA	NA
<b>Local Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>State Government</b>	\$0	\$15,601,000	\$3,181,824	\$3,200,000	\$3,250,000	\$3,300,000
<b>Total Costs</b>	\$0	\$15,601,000	\$3,181,824	\$3,200,000	\$3,250,000	\$3,300,000
<b>REVENUE LOSSES:</b>						
<b>Regulated Community</b>	NA	NA	NA	NA	NA	NA

<b>Local Government</b>	NA	NA	NA	NA	NA	NA
<b>State Government</b>	NA	NA	NA	NA	NA	NA
<b>Total Revenue Losses</b>	NA	NA	NA	NA	NA	NA

(23a) Provide the past three year expenditure history for programs affected by the regulation.

<b>Program</b>	<b>FY -3 08-09</b>	<b>FY -2 09-10</b>	<b>FY -1 10-11</b>	<b>Current FY 11-12</b>
PA Assessment	\$44,600,000	\$37,620,000	\$31,981,000	\$36,590,000
Teacher Professional Development	\$39,698,000	\$22,750,000	\$21,153,000	\$6,459,000

(24) For any regulation that may have an adverse impact on small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012), provide an economic impact statement that includes the following:

- (a) An identification and estimate of the number of small businesses subject to the regulation.
- (b) The projected reporting, recordkeeping and other administrative costs required for compliance with the proposed regulation, including the type of professional skills necessary for preparation of the report or record.
- (c) A statement of probable effect on impacted small businesses.
- (d) A description of any less intrusive or less costly alternative methods of achieving the purpose of the proposed regulation.

The proposed regulation will not have an adverse impact on small businesses.

(25) List any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, the elderly, small businesses, and farmers.

Provisions in Chapter 4 address the needs of students with disabilities, gifted students, and English language learners. Chapter 4 also mandates supplemental instructional support for students who do not demonstrate proficiency on a Keystone Exam or a valid local assessment exam. In addition, the regulation includes a provision that allows the Secretary of Education to waive certain graduation requirements for students who experience extenuating circumstances (e.g., serious illness, death in the immediate family, family emergency, and frequent transfers among schools or transfers from an out-of-state school).

(26) Include a description of any alternative regulatory provisions which have been considered and rejected and a statement that the least burdensome acceptable alternative has been selected.

As described in the preamble of a previous rulemaking from the Board at 40 Pa.B. 240, the Board and Department considered and adopted alternatives in the past relating to standards and assessments. Unfortunately, these alternatives did not yield significant gains in student achievement at the high school level.

(27) In conducting a regulatory flexibility analysis, explain whether regulatory methods were considered

that will minimize any adverse impact on small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012), including:

- a) The establishment of less stringent compliance or reporting requirements for small businesses;
- b) The establishment of less stringent schedules or deadlines for compliance or reporting requirements for small businesses;
- c) The consolidation or simplification of compliance or reporting requirements for small businesses;
- d) The establishment of performing standards for small businesses to replace design or operational standards required in the regulation; and
- e) The exemption of small businesses from all or any part of the requirements contained in the regulation.

Small businesses are not part of the regulated community affected by the proposed regulation.

(28) If data is the basis for this regulation, please provide a description of the data, explain in detail how the data was obtained, and how it meets the acceptability standard for empirical, replicable and testable data that is supported by documentation, statistics, reports, studies or research. Please submit data or supporting materials with the regulatory package. If the material exceeds 50 pages, please provide it in a searchable electronic format or provide a list of citations and internet links that, where possible, can be accessed in a searchable format in lieu of the actual material. If other data was considered but not used, please explain why that data was determined not to be acceptable.

The Common Core State Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy and mathematics no later than the end of high school.

As specified by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

With adoption by the State Board of Education (Board) of the Common Core standards on July 1, 2010, the commitment to Common Core began. Further study concluded that Pennsylvania students would be better served by creating a unique set of Pennsylvania Common Core Standards that align with the national Common Core. The advantages lie in the ability to reframe and revise as necessary absent a CCSSO revision process. The analysis of the Common Core presented an opportunity for Pennsylvania educators to internalize the standards and create a user-friendly standard set for implementation in all Pennsylvania schools.

The process used in developing and reviewing the state standards began with a committee of educators from across the Commonwealth who completed an analysis of the Common Core Standards and the existing PA Academic Standards. Upon gaining an understanding of the differences in content and rigor between the two, the workgroups set out to craft Pre-K-12 standards that embraced the Common Core imperatives and the PA Academic Standards design and format. Multiple meetings over several months resulted in an agreed upon set of Pre-K -12 PA Common Core Standards that met the following requirements:

- Included Pre-K standards with assistance from PDE’s Office of Child Development and Early Learning;
- Captured the content and rigor of the national standards;

- Embraced the college and career ready initiative evidenced by a well-articulated Pre-K – 12 organized standard set; and
- Reflected the English Language Arts Common Core Anchor Standards and the Mathematical Standards for Mathematical Practice

(29) Include a schedule for review of the regulation including:

- A. The date by which the agency must receive public comments:        November 2012
- B. The date or dates on which public meetings or hearings  
will be held:            TBA
- C. The expected date of promulgation of the proposed  
regulation as a final-form regulation:            May 2013
- D. The expected effective date of the final-form regulation:            May 2013
- E. The date by which compliance with the final-form  
regulation will be required:            July 2015
- F. The date by which required permits, licenses or other  
approvals must be obtained:                        NA

(30) Describe the plan developed for evaluating the continuing effectiveness of the regulations after its implementation.

The State Board will review Chapter 4 on a regular basis in accordance with the Board’s policy and practice respecting all its regulations. In addition, the Board receives regular reports from the Secretary of Education and the Deputy Secretary for Elementary and Secondary Education at the six public meetings it is statutorily required to convene annually. These reports provide a timely means to keep the Board informed about the Department’s implementation of proposed changes to Chapter 4, their effectiveness and feedback the Department is receiving from schools in the Commonwealth. Finally, the Department of Education regularly will receive results from the administration of the Pennsylvania System of School Assessment (PSSAs) and Keystone Exams, which will be shared with the Board. Per Chapter 4 (Section 4.51(j)), the Secretary of Education is required to report to the Board each September “information and pertinent data relating to the State assessment system”.

FACE SHEET  
FOR FILING DOCUMENTS  
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2012 SEP 20 AM 11: 52

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Copy below is hereby approved as to form and legality. Attorney General

*Amy M. Elliott*

BY: \_\_\_\_\_  
(DEPUTY ATTORNEY GENERAL)

SEP 18 2012

DATE OF APPROVAL

Check if applicable  
Copy not approved. Objections  
attached.

Copy below is here by certified to be a true and correct copy of a document issued, prescribed or promulgated by:

State Board of Education  
(AGENCY)

DOCUMENT/FISCAL NOTE NO. 006-326

DATE OF ADOPTION: 5/10/2012

BY: *Karen Molchanow*  
Karen Molchanow

TITLE Executive Director  
(EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)

Copy below is hereby approved as to form and legality. Executive or Independent Agencies

*Stawn E. Smith*  
STAWN E. SMITH

SEP 18 2012

DATE OF APPROVAL

Deputy General Counsel  
(Chief Counsel, Independent Agency)  
(Strike inapplicable title)

Check if applicable. No Attorney General  
approval or objection within 30 days after  
submission.





# PROPOSED RULEMAKING

## STATE BOARD OF EDUCATION

[22 PA. CODE CH. 4]

### Academic Standards and Assessment

The State Board of Education (Board) proposes to amend Chapter 4 (relating to academic standards and assessment) to read as set forth in Annex A. The Board is acting under the authority of sections 2603-B and 2604-B of the Public School Code of 1949 (24 P.S. §§ 26-2603-B and 26-2604-B).

#### *Purpose*

Chapter 4 sets forth requirements for State academic standards, assessments and State high school graduation standards for public schools across the Commonwealth including school districts, area vocational-technical schools (AVTSs), charter schools and cyber charter schools.

#### *Background*

On January 9, 2010, the Keystone Exams became a component of the high school graduation requirements in a final rule published in the *Pennsylvania Bulletin* at 40 Pa.B. 240. Later in the same year, the Board adopted the “Common Core State Standards” and added a component of these standards to Chapter 4 via a final rule published on October 16, 2010, at 40 Pa.B. 5903. This proposed regulation represents another vital step in implementing the Keystone Exams and their foundational standards.

The formative steps for this proposed regulation moved on two tracks. First, the Pennsylvania Department of Education (Department) initiated a review of the Common

Core State Standards. The Department convened teams of Pennsylvania educators to inform the drafting of the academic standards. Educators were invited to submit their names for participation on the Mathematics and English Language Arts committees via an application on the Department's web site. Membership selection for these two committees was founded on the need to have well-rounded groups representing K-12 education and members with experience in the content areas assessed by Keystone Exams, curriculum framework, Pennsylvania System of School Assessment (PSSA) development, and other standards-related initiatives. Committee members participated in several meetings hosted by the Department.

As envisioned by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), these Standards are intended to be a living work; as new and better evidence emerges, the Standards will be revised accordingly. Further study by the Department concluded that Pennsylvania students would be better served by creating a unique set of Pennsylvania Common Core Standards that align with the national Common Core. The advantages lie in the ability to reframe and revise when necessary absent a CCSSO revision process. The analysis of the Common Core presented an opportunity for Pennsylvania educators to internalize the standards and create a user friendly standard set for implementation in all Pennsylvania schools.

In the second formative track, the Board's Committee on Academic Standards/Chapter 4 oversaw the review of amendments to the procedures and requirements in the chapter. The Committee held public hearings to solicit input on draft revisions relating to Keystone Exams. In advance of the hearings, draft revisions to Chapter 4 were posted on the Board's website for public review. Hearings were held at

the Montgomery County Intermediate Unit in Norristown on February 29, 2012, and at the Department in Harrisburg on March 14, 2012. A third hearing scheduled to be held in Pittsburgh on March 7, 2012, was cancelled because no one registered to provide comment to the Committee.

In addition to providing an opportunity to testify before the Committee, the Board also invited individuals to submit written testimony on draft proposed revisions to Chapter 4. Comments received during this process were taken into consideration in making revisions to the proposed rulemaking that was approved by the Board at its public meeting on May 10, 2012.

Individuals affiliated with small businesses were welcome to participate in the public hearings convened by the Committee or to submit written testimony to the Board. During its public hearings, the Board received input from two organizations affiliated with Pennsylvania's business community and representative of businesses of varying sizes. Small businesses are not part of the regulated community affected by the proposed regulation.

*Need for the rule*

This proposed rulemaking is necessary for three reasons.

First, it is essential to set forth the academic standards that will serve as the substantive underpinning for the Keystone Exams. Therefore, the Board is publishing the Pennsylvania Common Core Standards for English Language Arts and Mathematics as the new Appendix A. The Board also is publishing the Common Core Standards for Literacy in History/Social Sciences, Science and Technical Subjects as supplements to the Academic Standards for Science and Technology (currently in Appendix B) and the

Academic Standards for History (currently in Appendix C). In transitioning to the Pennsylvania Common Core, the Board felt these elements of the previously adopted Common Core State Standards were important components that should be retained.

Second, the proposed regulation replaces existing language that states a Keystone Exam counts for at least one-third of the course grade with the mandate that a student will demonstrate “proficiency” on a Keystone Exam in order to graduate. This revision will dramatically enhance the impact of the Keystone Exams.

There is emerging evidence that “high stakes” testing or requiring passage of a test or exam in order to obtain a high school diploma can be a “potent policy in terms of bringing about real positive changes in student learning.” See “Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence,” Lishing Wang, Gulbahar Beckett and Lionel Brown, *Applied Measurement in Education* 19(4), 320 (2006). In order to assure that taxpayer dollars produce results in public education, the appropriate standards and assessments need to be coupled with a concrete incentive for learning.

Third, this proposed regulation is necessary for the Commonwealth to remain academically competitive with other American public education systems including those in neighboring states. As of the 2010-11 school year, 30 states currently require or plan to require students to take, but not necessarily pass, an assessment to graduate. In 25 (including Maryland, New Jersey, New York, Ohio and Virginia) of the 30 states, “students are (or soon will be) required to pass the assessment in order to graduate.” See Center for Education Policy (CEP), *State High School Tests*, page 11, December 2011.

According to CEP, approximately 76 percent of public high school students nationwide – including 78 percent of low-income students and 84 percent of students of color – are enrolled in states with exit exams. The proposed regulation would allow Pennsylvania to keep pace with rising academic expectations nationally, while still providing districts and students with significant flexibility and alternatives in implementing and meeting the requirements.

*Provisions of the Proposed Rulemaking*

The proposed rulemaking would amend the following provisions in Chapter 4:

*Section 4.3 (relating to definitions).* The Board is adding a definition for “Pennsylvania Common Core Standard.” The Board is also deleting the definition for “strategic plan” and amending the definition of “planned instruction” to reflect the deletion of strategic plan provisions from the chapter.

*Section 4.4 (relating to general policies).* Subsection (d)(4) is being rewritten to strengthen the security of the State assessment. The new language refines and narrows parents and guardians’ right to review any State assessment. The right of review would be limited to allowing parents or guardians to determine whether an assessment conflicts with their religious belief. If parents or guardians wish their students to be excused from the assessment, they would be required to submit a written request that states the objection.

Editorial changes also are being made to provisions in § 4.4 in recognition of the inclusion of charter and cyber schools in the assessment process.

*Section 4.11 (relating to purpose of public education).* The changes in this section are editorial and consistent with substantive changes elsewhere in the chapter.

*Section 4.12 (relating to academic standards).* This section is being amended to announce the dates for adding certain Common Core State Standards and Pennsylvania Common Core Standards to the chapter. New language would require full implementation of the Pennsylvania Common Core Standards for English Language Arts and Mathematics by July 1, 2013.

*Section 4.13 (relating to strategic plans).* The state-prescribed strategic plan requirements are removed from Chapter 4 via the deletion of all the existing language in this section. New language provides for the transition from a strategic plan to specific plan components required by other regulations.

*Section 4.24 (relating to high school graduation requirements).* The Board is proposing that the implementation of graduation requirements in subsection (a) be moved from the 2013-2014 school year to the 2015-2016 school year. Graduation requirements for the 2015-2016 school year would include course completion and grades, completion of a culminating project and a demonstration of proficiency in English Language Arts and Mathematics. Either State or local assessments might be used. Culminating projects are intended to assure that students are able to apply, analyze, synthesize and evaluate information, and communicate important knowledge and understanding.

A new subsection (b) is proposed to be added to § 4.24 which states: “High school graduation requirements and any revisions to them shall be approved by the board of school directors.”

The existing requirements for the 2014-2015 school year are strengthened and scheduled for the 2016-2017 school year. The Board is proposing that each school

district, AVTS and charter school, including a cyber charter school, be required to adopt and implement requirements for high school graduation that , at a minimum, include:

- 1) Course completion and grades.
- 2) Demonstration of proficiency or above in the State academic standards in English Language Arts and Mathematics, Science and Technology and Environment and Ecology, and in each of the State academic standards for which there is not a State assessment.

Students would be required to demonstrate proficiency on the appropriate Keystone Exam or a specified and validated assessment instrument, including a local assessment, or comparable Advanced Placement or International Baccalaureate exam. Beginning in the 2016-2017 school year, the Board proposes the removal of the “culminating project” from the list of graduation requirements.

Beginning in the 2018-2019 school year, the graduation requirements would include a determination of proficiency in Composition in English Language Arts. In the next school year in 2019-2020, the Board is proposing to add Civics and Government to the list of subjects for which a determination of proficiency is required for graduation. As noted in new language in § 4.51(e)(12), the availability of Keystone Exams for Composition and Civics and Government is subject to funding appropriated by the General Assembly for the development of the exams and assessments.

A new provision in this section would allow students, who transfer from out of state, to satisfy the graduation requirements if they have demonstrated proficiency on an assessment consistent with the academic standards of each Keystone Exam subject to guidelines developed by the Secretary and approved by the Board.

*Section 4.51 (relating to State assessment system).* Subsection (e) is proposed to be amended to require students to participate in a satisfactory manner in supplemental instruction before they are allowed to retake Keystone Exams in which the students did not score at least proficient. A student's district, AVTS, charter school or cyber charter school is required to provide supplemental instruction until the student demonstrates proficiency in a subject area or the student begins a project-based assessment.

This section sets forth schedules for use of Keystone Exams in different subjects.

- |                          |                       |
|--------------------------|-----------------------|
| 1. School Year 2012-2013 | Algebra I             |
| 2. School Year 2012-2013 | Literature            |
| 3. School Year 2012-2013 | Biology               |
| 4. School Year 2015-2016 | English Composition   |
| 5. School Year 2016-2017 | Civics and Government |

The last two Keystone Exam subjects would be contingent on funding from the General Assembly. The first three content areas would become part of assessing high school graduation requirements in the 2016-2017 school year. English Composition would be part of the graduation requirements in the 2018-2019 school year, and Civics and Government would be required in the 2019-2020 school year.

In addition to the five Keystone Exams listed above, this section is being amended to include five other Keystone Exams to be developed for voluntary use by school districts, AVTSs, charter schools and cyber charter schools. Subject to funding appropriated by the General Assembly, the following content area exams would be developed by the Department and made available in accordance with the following schedule:



- |                          |               |
|--------------------------|---------------|
| 1. School Year 2016-2017 | Geometry      |
| 2. School Year 2017-2018 | U.S. History  |
| 3. School Year 2018-2019 | Algebra II    |
| 4. School Year 2019-2020 | Chemistry     |
| 5. School Year 2020-2021 | World History |

Proposed changes also would allow students who do not demonstrate proficiency on a Keystone Exam to enter into a project-based assessment as long as certain conditions are met. A new “emergency waiver” process also is added to allow the Secretary to grant a waiver on case-by-case basis after reviewing the written request of a chief school administrator. Emergency waiver determinations would be provided to schools no later than 10 days before graduation.

*Appendix A (relating to Pennsylvania Common Core Standards for English Language Arts and Mathematics).* The Board is proposing to replace the existing language in Appendix A with the Pennsylvania Common Core Standards for English Language Arts (Grades Pre K-5), English Language Arts (Grades 6-12) and Mathematics (Grades Pre K-High School). As specified by the CCSSO and NGA, these Standards are

- (1) Research and evidence based,
- (2) Aligned with college and work expectations,
- (3) Rigorous, and
- (4) Internationally benchmarked.

A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a 21<sup>st</sup> century, globally competitive society.

In addition, several minor editorial changes are being made to different provisions throughout Chapter 4 to be consistent with the deletion of the strategic plan requirement that was contained in § 4.13.

*Affected Parties*

The proposed rulemaking would affect public school districts, AVTSs, and charter and cyber charter schools in Pennsylvania, and their employees and students.

*Cost and Paperwork Estimates*

New provisions and amendments in the proposed regulation do not increase costs for the Commonwealth or local governments inasmuch as that they are accomplishing the policy choices set forth when the Keystone Exams were added to Chapter 4 via the final rule published in the *Pennsylvania Bulletin* on January 9, 2010, at 40 Pa.B. 240. Direct costs to the Commonwealth include the cost to develop the assessments and Pennsylvania Common Core Standards. In FY 2012-13, the costs of the assessments' development would be \$15.6 million. Related costs in Fiscal Year 2011-12 were contained in the Pennsylvania Assessment and Teacher Professional Development programs and the budgets for these programs were \$36.59 million and \$6.459 respectively.

The elimination in the proposed regulation of the state-mandated submittal of strategic plans and the deletion of "culminating project" graduation requirement in the 2016-2017 school year would reduce costs for school districts. The extent of these savings would vary from district to district.

*Effective Date*

The proposed rulemaking would become effective upon final publication in the *Pennsylvania Bulletin*.

### *Sunset Date*

The Board will review the effectiveness of Chapter 4 every 4 years in accordance with the Board's policy and practice respecting all of its regulations. Thus, no sunset date is necessary.

### *Regulatory Review*

Under section 5(a) of the Regulatory Review Act (71 P. S. § 745.5(a)), on September 20, 2012, the Board submitted a copy of this proposed rulemaking and a copy of a Regulatory Analysis Form to the Independent Regulatory Review Commission (IRRC) and to the Chairpersons of the House and Senate Committees on Education. A copy of this material is available to the public upon request.

Under section 5(g) of the Regulatory Review Act, IRRC may convey any comments, recommendations or objections to the proposed rulemaking within 30 days of the close of the public comment period. The comments, recommendations or objections must specify the regulatory review criteria that have not been met. The Regulatory Review Act specifies detailed procedures for review, prior to final publication of the rulemaking, by the Board, the General Assembly and the Governor of comments, recommendations or objections raised.

### *Public Comments and Contact Person*

Interested persons and individuals affiliated with small businesses are invited to submit written comments, questions, suggestions, commendations, concerns, or objections regarding this proposed rulemaking to Karen Molchanow, Executive Director, State Board of Education, 333 Market Street, Harrisburg, PA 17126, ra-

stateboardofed@pa.gov. Comments must be submitted to Board within 30 days of publication of this notice of proposed rulemaking in the *Pennsylvania Bulletin*.

Persons with disabilities needing an alternative means of providing public comment may make arrangements by calling Karen Molchanow at (717) 787-3787 or TDD (717) 787-7367.

KAREN MOLCHANOW,  
Executive Director

ANNEX A  
TITLE 22. EDUCATION  
PART I. STATE BOARD OF EDUCATION  
CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT

GENERAL PROVISIONS

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**§ 4.3. Definitions.**

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

*AVTS—Area vocational-technical school*—A public school that provides vocational-technical education to secondary school students, out-of-school youth and adults in a geographical area comprised and operated by one or more school districts and established under sections 1840—1853 of the School Code (24 P.S. §§ 18-1840—18-1853).

*Academic standard*—What a student should know and be able to do at a specified grade level.

*Apprenticeship program*—A competency-based program that coordinates and integrates classroom instruction with a structured work-based employment experience designed for students.

*Assessment*—A valid and reliable measurement of student performance on a set of academic standards in a subject area that captures student understanding of the set as a whole and the central concepts, knowledge and skills of each content area.

*Board*—The State Board of Education established under sections 2601-B—2606-B of the School Code (24 P.S. §§ 26-2601-B—26-2606-B).

*Common Core State Standards*—Academic standards for English language arts and mathematics developed through a Nationwide, state-led process coordinated by the National Governors Association and the Council of Chief State School Officers and in collaboration with teachers, content experts and other education and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in work-force training programs.

*Cooperative vocational-technical education*—A planned method of instruction developed through a signed cooperative arrangement among school representatives, students, parents and employers in the community to provide students with an opportunity to alternate in-school academic and vocational-technical instruction in entry-level paid employment in an occupational field, in which the student's total occupational work experience is planned, coordinated and supervised by the school in close cooperation with the employer.

*Curriculum*—A series of planned instruction aligned with the academic standards in each subject that is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students.

*Department*—The Department of Education of the Commonwealth.

*ESOL*—English to speakers of other languages.

*Employment area*—A geographic area where vocational-technical education program completers are most likely to be employed.

*Individuals with Disabilities Education Act*—20 U.S.C.A. §§ 1400—1482.

*Intermediate unit*—A regional educational service agency established under sections 951—974 of the School Code (24 P.S. §§ 9-951—9-974), which provides educational services to participating school districts as part of the public school system of this Commonwealth.

*Keystone Exams*—State-developed end-of-course exams.

*Local Assessment Validation Advisory Committee*—An advisory committee established by the Department composed of up to two representatives each from the Department and Board, four representatives from the Pennsylvania School Boards Association and up to four additional members who are jointly selected by the committee. The purpose of the Committee is to develop the criteria for the local validation process and criteria for selection of approved validation entities.

*NOCTI*—National Occupational Competency Testing Institute.

*PSSA*—Pennsylvania System of School Assessment.

*Parent or guardian*—A person legally responsible for a student's care.

**Pennsylvania Common Core Standards—Academic standards for English language arts and mathematics based upon a Nationwide, state-led process coordinated by the National Governors Association and the Council of Chief State School Officers and in**

collaboration with teachers, content experts and other education stakeholders. The standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in work-force training programs.

*Performance Level Advisory Committee*—An advisory committee established by the Department to assist the Department in developing Keystone Exam performance level descriptors and performance level cut scores. The committee includes teachers, principals, school administrators, school board members, higher education officials, representatives of the United States Armed Forces, employers and others with at least one-half of its members selected from nominations made by Statewide teachers' unions and other education stakeholder organizations.

*Planned instruction*—Instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and **any** additional academic standards **as** determined **by the school entity [in strategic plans under § 4.13 (relating to strategic plans)]**.

*Prekindergarten*—A program operated by a school district or by a community agency under contract from a school district that is open to children who are at least 3 years of age and completed prior to the school district's entry age for kindergarten.

*School Code*—The Public School Code of 1949 (24 P.S. §§ 1-101—27-2702).

*School entity*—A local public education provider (for example, public school district, charter school, cyber charter school, AVTS or intermediate unit).



*School organization*—The organization of a school district’s programs into kindergarten, primary, intermediate level, middle level and high school programs, including programs operated at AVTSs.

*Secretary*—The Secretary of Education of the Commonwealth.

*State Assessment Validation Advisory Committee*—An advisory committee established by the Department to advise it on its plans to conduct a validity study of the Keystone Exams and review and provide feedback on study findings. The Committee is composed of up to two representatives each from the Department, Board, Pennsylvania State Education Association, American Federation of Teachers-Pennsylvania and up to four additional members who are jointly selected by the committee.

**[Strategic plan—A comprehensive plan for education developed under § 4.13.]**

*Tech-prep program*—A combined secondary and postsecondary program which leads to an associate degree or certificate and employment by providing technical preparation in engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health or business, including development of competence in mathematics, science and communications through a sequential course of study.

*Vocational-technical education*—Programs under public supervision and control which provide an organized process of learning experiences designed to develop integrated academic and occupational skills, knowledge, attitudes, work habits and leadership ability for entry into and advancement within various levels of employment in occupational areas of agriculture,

business, marketing and distribution, health, home economics and trade and industry and for participation in postsecondary education and training.

#### **§ 4.4. General policies.**

(a) It is the policy of the Board that the local curriculum be designed by school entities to achieve the academic standards under § 4.12 (relating to academic standards) and **any** additional academic standards **as determined by the school entity [designated in strategic plans under § 4.13 (relating to strategic plans)]**.

(b) It is the policy of the Board that local school entities have the greatest possible flexibility in curriculum planning consistent with providing quality education and in compliance with the School Code, including requirements for courses to be taught (24 P.S. §§ 15-1501 and 16-1605); subjects to be taught in the English language (24 P.S. § 15-1511); courses adapted to the age, development and needs of the pupils (24 P.S. § 15-1512); minimum school year of 180 days and minimum of 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level (24 P.S. §§ 15-1501 and 15-1504); employment of sufficient numbers of qualified professional employees (24 P.S. § 11-1106) and superintendents to enforce the curriculum requirements of State law (24 P.S. § 10-1005); and this part.

(c) Access to educational programs shall be provided without discrimination on the basis of a student's race, sex, color, religion, disability, sexual orientation or national origin.

(d) School entities shall adopt policies to assure that parents or guardians have the following:

(1) Access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

(2) A process for the review of instructional materials.

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent or guardians.

**[(4) The right of the parent or guardian to review the State assessments in the school entity, at least 2 weeks prior to their administration, during convenient hours for parents and guardians. Necessary security requirements to maintain the validity of the assessment shall be taken in accordance with the State assessment administration instructions.]**

**[(5) (4) The right to review any State assessment in the school entity during convenient hours for parents and guardians, at least two weeks prior to their administration, to determine whether an assessment conflicts with their religious belief. To protect the validity and integrity of the State assessments, each school entity shall have in place procedures to be followed when parents or guardians request to view any State assessment. Such procedures shall be consistent with guidance provided by the Department in its assessment administration instructions. If upon inspection of a State [assessments] assessment parents or guardians find the assessment to be in conflict with their religious belief and wish their students to be excused from the assessment, the right of the parents or guardians will not be denied upon written request that states the objection to the**

applicable school district superintendent, charter school chief executive officer or AVTS director.

**[(6) Opportunity for involvement in the strategic planning process under § 4.13.]**

**[(7) (5)]** The right to have their children excluded from research studies or surveys conducted by entities other than a school entity unless prior written consent has been obtained.

(e) The Department will provide support to school districts, **[and] AVTSs and charter schools, including cyber charter schools,** in developing educational programs that enable students to attain academic standards under § 4.12. Department support will include:

(1) Establishment of a voluntary model curriculum and diagnostic supports aligned with State academic standards in each of the content areas assessed by the Keystone Exams under § 4.51(f) (relating to State assessment system).

(2) Assistance in the development of effective student tutoring, remediation and extended instructional time programs.

(3) Opportunities for continuing professional education designed to improve instruction in each of the content areas assessed by the Keystone Exams under § 4.51(f).

(4) Technical guidance **[to school districts and AVTSs (including charter schools)]** in developing local assessments that meet the requirements of **[§ 4.24(b)(1)(iv)(B)] § 4.24(c)(1)(iii)(B)**, upon request.

## ACADEMIC STANDARDS AND PLANNING

### § 4.11. Purpose of public education.

(a) This section and §[§] 4.12 [**and 4.13**] (relating to academic standards[; **and strategic plans**]) describe the purpose of public education[,] **and its relationship with** the academic standards[, **their relationship with one another and strategic plans**].

(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

(c) Together with parents, families and community institutions, public education provides opportunities for students to:

- (1) Acquire knowledge and skills.
- (2) Develop integrity.
- (3) Process information.
- (4) Think critically.
- (5) Work independently.
- (6) Collaborate with others.
- (7) Adapt to change.

(d) The academic standards describe the knowledge and skills **[which] that** students will be expected to demonstrate before graduating from a public school.

(e) Achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community.

(f) Assessment in public education is designed to determine student attainment of State and local academic standards.

(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:

(1) **[Reading, writing, speaking, listening and]** English language arts.

(2) Mathematics.

(3) Science and technology.

(4) Environment and ecology.

(5) Social studies (civics and government, geography, economics and history).

(6) Arts and humanities.

(7) Career education and work.

(8) Health, safety and physical education.

(9) Family and consumer science.

(h) Public education provides planned instruction to enable students to attain academic standards under § 4.12. Planned instruction consists of at least the following elements:

(1) Objectives of a planned course, instructional unit or interdisciplinary studies to be achieved by all students.

(2) Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards. Courses, instructional units or interdisciplinary studies of varying lengths of time may be taught.

(3) The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards specified under § 4.12 and **any** additional academic standards **as determined by the school entity** [to those determined in the school district's (including charter schools) or AVTS's strategic plan under § 4.13].

(4) Procedures for measurement of the objectives of a planned course, instructional unit or interdisciplinary studies.

#### **§ 4.12. Academic standards.**

(a) School entities may develop, expand or improve existing academic standards in the following content areas:

(1) *Science and technology.* Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the

application of science to enable societal development, including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies. **Beginning July 1, 2013, the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects shall be added as an appendix to the state's academic standards for Science and Technology.**

(2) *Environment and ecology.* Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

(3) *Social studies.*

(i) *History.* Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

(ii) *Geography.* Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(iii) *Civics and government.* Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the



study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

(iv) *Economics*. Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

**(v) Beginning July 1, 2013, the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects shall be added as an appendix to the state's academic standards for History.**

(4) *Arts and humanities*. Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

(5) *Career education and work*. Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

(6) *Health, safety and physical education*. Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement

concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(7) *Family and consumer science.* Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

(8) *Through June 30, 2013: Reading, writing, speaking and listening.*

(i) *Reading.* The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

(ii) *Writing.* Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

(iii) *Speaking and listening.* Participation in conversation and formal speaking presentations.

(iv) **English Language Arts.** Beginning July 1, 2013, following full implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic standards will be based on the **Pennsylvania** Common Core **[State]** Standards for English Language Arts **[and Literacy in History/Social Studies, Science, and Technical**

**Subjects. States may supplement the Common Core State Standards with additional, State-specific academic standards].**

(9) *Mathematics.* The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically. Students will learn to model real-world situations by creating appropriate representations of numerical quantities and plan and implement problem-solving strategies to answer the question in the context of the situation. Beginning July 1, 2013, following implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic standards will be based on the Pennsylvania Common Core [State] Standards for Mathematics. **[States may supplement the Common Core State Standards with additional, State-specific academic standards.]**

(b) In designing educational programs, school entities shall provide for the attainment of the academic standards under subsections (a) and (c) and any additional academic standards **as determined by the school entity [that they describe in their strategic plans under § 4.13(c) (relating to strategic plans)]**. Attaining the academic standards in this section requires students to demonstrate the acquisition and application of knowledge.

(c) School entities shall prepare students to attain academic standards in mathematics[, **reading, writing, speaking and listening**] **and English Language Arts** as contained in Appendix A and incorporated here by reference and additional standards as may be adopted by the Board and promulgated as amendments to this chapter.

(d) A school entity's curriculum shall be designed to provide students with planned instruction needed to attain these academic standards.

(e) School entities shall apply academic standards for students in all areas described under subsections (a) and (c). The local assessment plan under § 4.52 (relating to local assessment system) must include a description of how the academic standards will be measured and how information from the assessments is used to assist students having difficulty meeting the academic standards.

(f) School entities shall assess the attainment of academic standards developed under subsections (a) and (c) and any other academic standards that they develop **[and describe in their strategic plans]** under § 4.52(c) for purposes of high school graduation and strategies for assisting students to attain them. Plans for assessment developed by school entities must take into account that academic standards in subsections (a) and (c) may be attained by students in various ways and shall be assessed in various ways. Children with disabilities may attain the academic standards by completion of their individualized education programs under the Individuals with Disabilities Education Act and this part.

(g) In planning any revision of the academic standards in subsection (a) content areas, the Secretary will consult with educators, business and community leaders and parents.

(h) School entities are responsible under subsections (a), (c) and (g)**[, and § 4.13(c)(5)]** for assessing individual student attainment of academic standards and for assisting those students having difficulty attaining them. Upon request by a school entity, the Department will provide the requestor with technical assistance in the development of academic standards and

assessments that are sufficient to assure that students are making progress toward the attainment of standards required for high school graduation under subsection (f) **[and those identified in the strategic plan under § 4.13(c)(3)]**.

(i) Every 3 years, the Board will review the State academic standards and State assessments under this section to determine if they are appropriate, clear, specific and challenging, and will make revisions as necessary by revising this chapter.

#### **§ 4.13. Strategic plans.**

**[(a) Every school district (including a charter school) shall develop and file with the Department a strategic plan once every 6 years and review that plan for revision at the mid-point according to an implementation schedule developed by the Department. The Department will notify each school district, by letter, of the due date for submission of the school district's plan to the Department at least 1 calendar year prior to its due date. A school district plan must incorporate appropriate components of the plan submitted under subsection (b) by an AVTS in which the district participates. In the development of a strategic plan, a school district (including a charter school) will, upon request, receive technical assistance from the Department.**

**(b) Every AVTS, in conjunction with and with the approval of the majority of its participating school districts, shall develop and file with the Department a strategic plan once every 6 years and review that plan at the mid-point according to an implementation schedule developed by the Department. The Department will notify each AVTS, by letter, of the due date for submission of the AVT's plan to the Department at least 1 calendar year prior to its due date. The strategic plan must incorporate appropriate components of the**

strategic plan submitted under subsection (a) by participating districts. In the development of the strategic plan, an AVTS will, upon request, receive technical assistance from the Department.

(c) The strategic plan must be based upon an analysis of internal and external needs, leading to the specifications of priorities for action and action plans. The requirement in subsections (a) and (b) to develop plans every 6 years and revisions every 3 years does not limit a school district's (including charter schools) or AVTS's ability to conduct a continuous strategic planning process. The plan must include the following components in addition to others the school district (including charter schools) or AVTS determines to include:

(1) A mission statement.

(2) A listing of the school district's (including charter schools) or AVTS's educational and organizational goals as they relate to student achievement and high school graduation requirements.

(3) A description of academic standards for student achievement which must be consistent with those under § 4.12 (relating to academic standards).

(4) The planned instruction to be offered and the instructional and assessment practices to be used to strive for the academic goals and attain academic standards under paragraph (3) and the high school graduation requirements under § 4.24 (relating to high school graduation requirements).

**(5) An assessment plan under § 4.52 (relating to local assessment system) to determine the degree to which students are achieving academic standards under paragraph (3) including descriptions of methods and measures used to determine achievement, how information from the assessments shall be used to assist students who have not demonstrated attainment of the academic standards at a proficient level or higher and how information from the assessments shall be made available to the public.**

**(6) A plan for improving students' achievement, including specific, measurable goals for student growth and plans (including those listed in this section) that are designed to attain students' achievement goals. Achievement goals must demonstrate a connection to the academic standards under § 4.12 including, but not limited to, annual improvement goals for student scores on State and local assessments.**

**(7) The professional development plan under section 1205.1 of the School Code (24 P.S. § 12-1205.1) and § 49.17 (relating to continuing professional development) and the induction plan under § 49.16 (relating to approval of induction plans).**

**(8) A description of the school district's (including charter schools) or AVTS's organization and organizational goals and their relationship to differing student needs within the school district's (including charter schools) or AVTS's goals under paragraph (2) and the attainment of academic standards under paragraph (3).**

**(9) A description of the professional personnel, school library, classroom and other resources the school district (including charter schools) or AVTS plans to devote to the attainment of academic standards.**

**(10) A brief description of the process used to develop the strategic plan, including a list of persons involved in its development.**

**(11) A plan for additional instructional opportunities for students not achieving at the proficient level including identification procedures, alternate instructional strategies, monitoring of assessment procedures and opportunities for extended learning time.**

**(12) A description of how the school district will accomplish coordination with community operated infant and toddlers and preschool early intervention programs and the following before or after school programs and services for all grade levels, including prekindergarten, if offered, through grade 12:**

- (i) Child care.**
- (ii) After school programs.**
- (iii) Youth workforce development programs.**
- (iv) Tutoring.**

**(13) A school district that offers prekindergarten shall describe the prekindergarten program and explain how the district will coordinate with agencies that serve preschool age children with disabilities. The plan must address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access. The plan must address pre-kindergarten programs operated directly by the school district and those operated by community agencies under contract from the school district.**



**(14) A brief description of how the school district will provide for a smooth transition for prekindergarten students, when prekindergarten is offered, from the home setting and any early childhood care or education setting the students attend, to the school setting. This description must include how the district will coordinate with the infants and toddlers and preschool early intervention agencies that serve children with disabilities to ensure a smooth transition for those children to the school district's prekindergarten program.**

**(d) Strategic plans, the 6-year plan, mid-term review report, annual updates and other revisions to the plan, shall be developed through active participation by parents, students, school directors, teachers, school administrators, other school personnel and business and community representatives. Teacher representatives shall be chosen by teachers and administrative representatives shall be chosen by the administrative personnel; and school director representatives shall be chosen by the board of the school district or AVTS.**

**(e) Prior to its approval by the board of directors, the strategic plan and revisions of it shall be made available for public inspection in the school district's or AVTS's offices, on the school district's or AVTS's web site and nearest public library until the next regularly scheduled board meeting or a minimum of 28 days whichever comes first. The plan shall be filed with the Department after it is recommended by the school superintendent of record or chief executive officer and is approved by the school district's or AVTS's board of directors or charter school's board of trustees. If the board of directors or trustees alters the proposed strategic plan developed under subsection (d), it**

shall consult with the committee which developed it to reach the greatest possible consensus prior to its submission and include any minority report which is developed.

(f) A locally approved strategic plan shall remain in effect until it is superseded by a locally approved revision or a new strategic plan developed under this section.]

(a) Upon expiration of its current strategic planning phase, each school entity shall submit to the Secretary for approval a professional education plan every three years as required by § 49.17(a) (relating to continuing professional education).

(b) Upon expiration of its current strategic planning phase, each school entity shall submit to the Department for approval an induction plan every six years as required by § 49.16(a) (relating to approval of induction plans).

(c) Upon expiration of its current strategic planning phase, each school entity shall submit to the Department a written plan for the implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students every six years as provided in § 12.41(a) (relating to description).

(d) Upon expiration of its current strategic planning phase, each school district shall develop and implement a special education plan every three years as required by § 14.104 (relating to special education plans).

(e) Upon expiration of its current strategic planning phase, each school district shall develop and implement a gifted education plan every six years as required by § 16.4 (relating to strategic plans).

## CURRICULUM AND INSTRUCTION

### § 4.20. Prekindergarten education.

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(10) A school district planning to offer or contract with a community agency to offer a prekindergarten program shall develop an implementation plan that describes the program and its target population. The plan must identify the facilities, staffing needs and other resources that it will use to deliver the program. The school district shall consult with parents, community agencies and organizations, and child care, early intervention and head start representatives when developing the implementation plan. In years subsequent to the initial year of the program, the implementation plan must be **[come part of the strategic plan described in § 4.13 (relating to strategic plans) and included in the mid-term review and annual updates described in § 4.13.] submitted to the Department every three years or when the plan is amended, whichever is sooner.**

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### § 4.21. Elementary education: primary and intermediate levels.

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(i) School districts, including charter schools, shall determine the most appropriate way to operate their primary and intermediate level elementary programs to achieve the purposes under subsections (b) and (d) and **[the] any mission, goals and academic standards as determined by the school entity [in their strategic plans under § 4.13 (relating to strategic plans)].**

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**§ 4.22. Middle level education.**

(a) The middle level planned instruction aligned with academic standards serves children who are approximately 11—14 years of age. School entities may modify the grouping of students based upon student needs identified **by the school entity [in their strategic plans under § 4.13 (relating to strategic plans)]**.

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(e) School entities shall determine the most appropriate way to operate their middle level programs to achieve the purposes under subsection (b) and **[the] any** additional academic standards **as determined by the school entity [in their strategic plans under § 4.13]**.

**§ 4.23. High school education.**

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(g) School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and **[the] any additional** academic standards **as determined by the school entity [in their strategic plans under § 4.13 (relating to strategic plans)]**.

**§ 4.24. High school graduation requirements.**

(a) *Requirements through the [2013-2014] 2015-2016 school year.* Each school district, AVTS and charter school, including a cyber charter school, shall specify requirements for graduation [in the strategic plan under § 4.13 (relating to strategic plans)]. Requirements through the [2013-2014] 2015-2016 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in [Reading, Writing] English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local [assessment] assessments aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

**(b) High school graduation requirements and any revisions to them shall be approved by the board of school directors.**

**[(b)] (c)** *Requirements beginning in the [2014-2015] 2016-2017 school year.*

(1) *General.* Beginning in the [2014-2015] 2016-2017 school year, each school district, [and] AVTS and charter school, [(including a cyber charter [schools])] school, shall adopt and implement [specify] requirements for high school graduation [in the strategic plan under § 4.13] that, at minimum, include:

(i) Course completion and grades.

**[(ii) Completion of a culminating project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, completion of a college application or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups of students.]**

**[(iii) (ii) Demonstration of proficiency as determined by the school district, [or] AVTS or charter school, [(including a cyber charter [schools]) school], in each of the State academic standards not assessed by a State assessment under § 4.51 (relating to State assessment system).**

**[(iv) (iii) Demonstration of proficiency or above in each of the following State academic standards: [Reading, Writing] English Language Arts and Mathematics (Appendix A); Science and Technology and Environment and Ecology (Appendix B), as determined through any one or a combination of the following:**

**(A) [Successful completion] Completion of secondary level coursework in [English Composition, Literature] English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam [serves as the course final exam. A student's Keystone Exam score shall count as one-third of the final course grade. A school district or AVTS (including a charter school) may, at its discretion, elect to have the Keystone Exam count for more than one-third of the course grade]. A school district, [or] AVTS or charter school, [(including a cyber charter school)], at its discretion, may allow [students] a student who [score] scores at the advanced level on a**

particular Keystone Exam prior to taking the course to be granted course credit for the course without having to complete the course.

(B) Locally approved and administered[, **independently validated**] assessments, **which** shall be independently and objectively validated once every 6 years [**in conjunction with submission of the school district's strategic plan, as provided in § 4.13**]. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(e) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

(I) Alignment with the following State academic standards: [**Reading, Writing**] **English Language Arts** (Literature [**and Composition**]); Mathematics (Algebra I), Science and Technology and Environment and Ecology (Biology).

(II) Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

(III) Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (e), regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).

(IV) Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, [**or**] AVTS **or charter school**, [(including a **cyber** charter school)], and the Department. If the Department does not provide sufficient

funding to meet its share, local assessments submitted for validation shall be deemed valid **[for the balance of the strategic plan period]** until **[either]** a new **[or mid-point update to the strategic plan] validation** is due to the Department.

(V) The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the local assessment validation advisory committee as provided in § 4.52(g).

(VI) School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, **[or] AVTS or charter school, [(including a cyber charter school)]**, uses a local assessment that has not been independently validated, the Secretary will direct the district to discontinue its use until the local assessment is approved through independent validation by an approved entity.

(C) **Completion of an** Advanced **[placement] Placement exam** or **[international baccalaureate] International Baccalaureate [exams] exam** that **[include] includes** academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam. **[Successful completion of an advanced placement course and test may be used for one or more of the courses required for graduation without the student being required to take the related Keystone Exam. Successful completion of an international baccalaureate program and tests may be used for one or more of the courses required for graduation without the student being required to take the related Keystone Exam or local assessment.]**



**[(c) Requirements beginning in the 2016-2017 school year. Effective with the 2016-2017 school year, History and Civics and Government (Appendix C) are added to the academic standards listed in subsection (b)(1)(iv) regarding requirements beginning in the 2014-2015 school year. Requirements listed in subsection (b)(1)(iv)(A) must include a determination of proficiency in both English Composition and Literature; two of three Mathematics (Algebra I, Geometry, Algebra II), one of two Sciences (Biology or Chemistry), and one of three Social Studies (American History, Civics and Government or World History).]**

**(d) Requirements beginning in the 2018-2019 school year. Effective with the 2018-2019 school year, requirements listed in subsection (c)(1)(iii) (relating to requirements beginning in the 2016-2017 school year; general) also must include a determination of proficiency in English Language Arts (Composition) (Appendix A).**

**(e) Requirements beginning in the 2019-2020 school year. Effective with the 2019-2020 school year, Civics and Government (Appendix C) is added to the academic standards listed in subsection (c)(1)(iii). Requirements listed in subsection (c)(1)(iii) also must include a determination of proficiency in Civics and Government.**

**[(d) Strategic plan. Each school district, including a charter school, shall describe in its strategic plan under § 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsections (a) and (b).]**

**[(e)] (f) Special education students. Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team**

under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet the requirements of this chapter.

~~[(f)]~~ (g) *Demonstration of proficiency.* For purposes of this section, ~~[students]~~ a student shall be deemed proficient in the State-assessed standards whenever ~~[they]~~ the student ~~[demonstrate]~~ demonstrates proficiency through any of the options in subsection ~~[(b)(1)(iv)]~~ (c)(1)(iii), regardless of the student's grade level or age.

~~[(g)]~~ (h) *Transcripts.* Beginning in the 2003-2004 school year, PSSA scores in each assessed discipline, and beginning in the ~~[2014-2015]~~ 2016-2017 school year, the performance level demonstrated on each Keystone Exam or validated local assessment ~~[scores]~~, shall be included on student transcripts and may be released only with the permission of the student and parent or guardian, or the student only if the student is 18 years of age or older.

~~[(h)]~~ (i) *Release of scores.* This section does not allow for the release of individual student PSSA or Keystone Exam scores to the Department or other Commonwealth entities in accordance with § 4.51(c).

~~[(i)]~~ (j) *Supplemental instruction.* Beginning in the 2011-2012 school year, a student who does not demonstrate proficiency ~~[in any of the ten courses]~~ on a Keystone Exam or a locally validated ~~[assessments]~~ assessment specified in subsections ~~[(b) and]~~ (c), (d) or (e) shall be offered supplemental instructional support by the student's school ~~[entity]~~ district,

**AVTS or charter school, including a cyber charter school.** The supplemental instructional support must assist the student to attain proficiency in the State academic standards.

**[(j)] (k) Waivers.** The Secretary may waive one or more provisions of this section on a case-by-case basis for good cause. Waivers will be based upon receipt of a written request from the chief school administrator. Waivers may be granted to accommodate **[students] a student** who **[experience] experiences** extenuating circumstances (including serious illness, death in immediate family, family emergency[,] **or frequent transfers in schools[, or transfer from an out-of-State school in 12th grade]**).

**(l) Out-of-state transfers. A student who transfers from an out-of-state school having demonstrated proficiency on an assessment congruent with the academic standards assessed by each Keystone Exam may satisfy the requirements of subsections (c), (d) and (e), subject to guidelines developed by the Secretary. The guidelines will be submitted for approval or disapproval by the Board.**

**[(k)] (m) Transition.** To effect successful transition between requirements outlined in subsections (a) and (b) regarding requirements through the **[2013-2014] 2015-2016** school year and requirements beginning in the **[2014-2015] 2016-2017** school year, **subsection (d) regarding requirements beginning in the 2018-2019 school year and subsection (e) regarding requirements beginning in the 2019-2020 school year,** **[students] a student** who will graduate in the **[2014-2015] 2016-2017** school year or thereafter, who successfully **[complete] completes** courses with academic content assessed under **[subsection] subsections (b) or (c), (d) or (e),** regarding **[requirements beginning in the 2014-2015 school year, and] requirements beginning in the 2016-2017 school year, 2018-19 school year and 2019-2020**

school year for which Keystone Exams or local validated assessments were not available at the time the course was completed, shall be deemed proficient for purposes of this section.

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## VOCATIONAL-TECHNICAL EDUCATION

### § 4.31. Vocational-technical education.

(a) Vocational-technical education courses shall be developed in the planned instruction format and be accessible to all high school students attending those grades in which vocational-technical education courses are offered. All students and their parents or guardians shall be informed of the students' rights to participate in vocational-technical education programs and courses and that students with disabilities enrolled in the programs are entitled to services under Chapter 14 (relating to special education services and programs). Students who complete approved vocational-technical education programs shall have their occupational competency assessed by completion of the appropriate assessment under the Pennsylvania Skills Certificate Program or by completion of another occupational competency assessment approved by the Department. A student with a disability shall be provided appropriate accommodations when provided for in the student's individualized education program. Students shall also demonstrate proficiency in meeting academic standards as required under § ~~[4.24(a)]~~ 4.24 (relating to high school graduation requirements), including § 4.12(f) (relating to academic standards) and § ~~[4.24(e)]~~ 4.24(f) (relating to special education students) for students with disabilities with an individualized education program.

(b) Vocational-technical education courses may be taught at AVTSS or other high schools.

(c) Vocational-technical education programs must consist of a series of planned academic and vocational-technical education courses that are articulated with one another so that knowledge and skills are taught in a systematic manner. When appropriate, vocational-technical education programs must adopt, in program areas for which they are available, industry recognized skills standards and may also include cooperative vocational-technical education and participation in vocational student organizations to develop leadership skills.

(d) Vocational-technical education courses must include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards. **[In listing planned instruction in its strategic plan under § 4.13 (relating to strategic plans), a school district or AVTS shall indicate which courses meet the requirements of this section.]**

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#### **§ 4.33. Advisory committees.**

(a) A school district or AVTS administering or planning to administer vocational-technical education programs shall appoint a local advisory committee. Membership on the committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions and the general public. The appointed advisory committee shall meet at least once each year and give advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, **[strategic plans,]** course offerings, support services, safety requirements and the skill needs of employers. An advisory committee may serve multiple institutions where employment areas overlap.

(b) An administrative committee, composed of chief school administrators representing participating school districts, shall be included in the organization of each AVTS. The committee shall **[play an integral part in the development of the AVTS strategic plan under § 4.13 (relating to strategic plans) and]** advise the AVTS board and the administration concerning the educational program and policies of the school.

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## ASSESSMENT

### § 4.51. State assessment system.

(a) The State assessment system shall be designed to serve the following purposes:

(1) Provide students, parents, educators and citizens with an understanding of student and school performance consistent with the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425).

(2) Determine the degree to which school programs enable students to attain proficiency of academic standards under § 4.12 (relating to academic standards).

**[(3) Provide results to school entities for consideration in the development of strategic plans under § 4.13 (relating to strategic plans).]**

**[(4)]** (3) Provide information to State policymakers, including the General Assembly and the Board, on how effective schools are in promoting and demonstrating student proficiency of academic standards.

**[(5)] (4)** Provide information to the general public on school performance.

**[(6)] (5)** Provide results to school entities based upon the aggregate performance of all students, for students with an Individualized Education Program (IEP) and for those without an IEP.

(b) All PSSA instruments administered in **[Reading, Writing] English Language Arts, [and] Mathematics, and Science and Technology and Environment and Ecology [in grades 5, 8 and 11]** will be standards-based and criterion referenced and include essay or open-ended response items in addition to other item formats. The proportion of type of items will vary by grade level. Neither State assessments nor academic standards under § 4.12 may require students to hold or express particular attitudes, values or beliefs. The Department will make samples of assessment questions, instrument formats and scoring guides available to the public after each administration of State assessments. The criteria for judging performance on State assessments are as follows:

(1) Performance on PSSA **[reading] English Language Arts** assessments shall be demonstrated by students' responses to comprehension questions about age-appropriate reading passages, **[and]** by their written responses to in-depth comprehension questions about the passages, **and by the quality of their written compositions on a variety of topics and modes of writing.**

(2) Performance on PSSA mathematics assessments shall be demonstrated by students' responses to questions about grade-appropriate content and by the quality of their responses to questions that require a written solution to a problem.

**[(3) Performance on PSSA writing assessments shall be demonstrated by the quality of students' written compositions on a variety of topics and modes of writing.]**

**[(4) (3)** Performance on PSSA science assessments shall be demonstrated by students' responses to grade appropriate content and by the quality of their responses to questions that demonstrate knowledge of each category of the standards for science and technology and environment and ecology.

**[(5) (4)** Levels of proficiency shall be advanced, proficient, basic and below basic. In consultation with educators, students, parents and citizens, the Department will develop and recommend to the Board for its approval specific criteria for advanced, proficient, basic and below basic levels of performance.

(c) The Department will develop or cause to be developed PSSA assessments based on **Pennsylvania Common Core Standards** [academic standards] in Mathematics[, **Reading, Writing**] and [Science] **English Language Arts** under § 4.12 and contained in Appendix A, **and academic standards in Science and Technology and Environment and Ecology under § 4.12 and contained in Appendix B.** In developing assessments, the Department will consult with educators, students, parents and citizens regarding the specific methods of assessment. To ensure that information regarding student performance is available to parents and teachers, State assessments developed under this section must include student names. Individual test results shall be used in planning instruction only by parents, teachers, administrators and guidance counselors with a need to know based upon local board policy on testing and in reporting academic progress. The Department **[or] and** other Commonwealth entities are prohibited from



collecting individual student test scores, and may only collect aggregate test scores by school and district.

(d) The State assessments shall be administered annually and include assessments of the State academic standards in Mathematics and **[Reading] English Language Arts** at grades 3 [**—**] **through 8 [and 11; in Writing at grades 5, 8 and 11];**, and in Science **and Technology and Environment and Ecology** at grades 4[,] **and 8 [and 11].** **Additional state assessments shall be administered annually in accordance with subsection (e).**

**[(e) Students not achieving at the proficient level in the administration of State assessments in grade 11 shall be provided one additional opportunity in grade 12 to demonstrate a proficient level on the PSSA assessments.]**

**[(f) (e)** The Department will develop or cause to be developed Keystone Exams as follows:

(1) Three assessments aligned with the Mathematics standards, contained in Appendix A, that assess the academic content traditionally included in Algebra I, Algebra II and Geometry courses.

(2) Two assessments aligned with select **[Reading, Writing, Speaking and Listening] English Language Arts** standards, contained in Appendix A, that assess academic content traditionally included in high school literature and composition courses.

(3) Three assessments aligned with select History and Civics and Government standards, contained in Appendix C, that assess content traditionally included in high school level American History, World History and Civics and Government courses.

(4) Two assessments aligned with select standards for Science and Technology and Environment and Ecology, contained in Appendix B, that assess academic content traditionally included in high school level Biology and Chemistry courses.

(5) [If a] Keystone [Exam] Exams [is offered as a graduation requirement, it] shall be offered at least 3 times each year: once each in the fall, spring and summer. Keystone Exams shall be administered, reviewed and scored so that the scores for candidates for graduation are provided to schools no later than 10 calendar days prior to graduation. A school district, [or] AVTS or charter school, [(including a cyber charter school)], may request that the Department approve alternative test administration and scoring time frames. The Department will publish guidelines and procedures for approving alternative test administration and scoring time frames on its web site. The guidelines will provide for approval of all requests unless the approval is contrary to standards of test validity and scoring.

(6) [Students] A student shall be permitted to retake any Keystone Exam, or Keystone Exam module, in which the student did not score proficient or above at the next available testing date, so long as the student has participated in a satisfactory manner in supplemental instruction as provided under § 4.24(j) (relating to supplemental instruction) and paragraph (8) (relating to supplemental instruction) of this subsection.

(7) Each Keystone Exam will be designed in modules that reflect distinct, related academic content that is common to the traditional progression of coursework to allow students who do not score proficient or above to retake those portions of the test in which they did not score proficient or above.

**[(8) Keystone Exams shall be scored on a 100-point scale. When used to determine proficiency to meet high school graduation requirements, a Keystone Exam shall count for one-third of the final course grade. A Keystone Exam may be counted for more than one-third of the final course grade at the sole election of the school district or AVTS (including a charter school). A student must score advanced, proficient or basic on a Keystone Exam to receive points from the exam toward a final course grade.]**

**(8) A student taking Keystone Exams, or Keystone Exam modules, who did not score proficient on any Keystone Exam, or Keystone Exam module, shall be provided supplemental instruction by the student's school district, AVTS or charter school, including a cyber charter school, until such time as the student can demonstrate proficiency in the subject area or the student begins a project-based assessment provided in subsection (m) (relating to project-based assessment).**

(9) Levels of proficiency on Keystone Exams shall be set at the advanced, proficient, basic and below basic levels. In consultation with the Performance Level Advisory Committee, the Department will develop and recommend to the Board for its approval, performance level descriptors and performance level cut scores for the Keystone Exams and any alternative assessments developed to assess students with disabilities as permitted by the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425). The Department will use widely-

accepted psychometric procedures to establish the cut scores. Cut scores shall be presented at a public meeting of the Board for its review at least 2 weeks prior to scheduled Board action on the cut scores.

(10) The Department will provide guidance to school **[entities]** **districts, AVTSs and charter schools, including cyber charter schools**, as to the appropriate accommodations school entities shall provide to students with disabilities, students who are gifted and English language learners, when appropriate.

**[(11) Keystone Exams in the following subjects will be developed by the Department and will be made available for voluntary use by school districts and AVTSs (including charter schools) in accordance with the following schedule:**

**School Year 2010-11 Algebra I**

**Literature**

**Biology**

**Fall 2011**

**English Composition**

**Algebra II**

**Fall 2012**

**Geometry**

**United States History**

**Fall 2016**

**Chemistry**

**Civics and Government**

World History]

(11) Beginning in the 2012-2013 school year, Keystone Exams in the following subjects shall be developed by the Department and shall be made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assessing high school graduation requirements in § 4.24(c)(1)(iii) (relating to requirements beginning in the 2016-2017 school year; general):

Algebra I

Literature

Biology

(12) Subject to funding appropriated by the General Assembly for development of the exams and related project-based assessments and validation of related local assessments, Keystone Exams in the following subjects shall be developed by the Department and shall be made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assessing high school graduation requirements in § 4.24 (c)(1)(iii) in accordance with the following schedule:

School Year 2015-2016

English Composition

School Year 2016-2017

Civics and Government

(i) During the 2014-2015 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in English

Composition for the purpose of gathering data to set performance level cut scores for the exam.

(ii) During the 2015-2016 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in Civics and Government for the purpose of gathering data to set performance level cut scores for the exam.

(13) Subject to funding appropriated by the General Assembly for development of the exams, Keystone Exams in the following subjects shall be developed by the Department and shall be made available for voluntary use by school districts, AVTSs and charter schools, including cyber charter schools, in accordance with the following schedule:

<u>School Year 2016-2017</u>	<u>Geometry</u>
<u>School Year 2017-2018</u>	<u>U.S. History</u>
<u>School Year 2018-2019</u>	<u>Algebra II</u>
<u>School Year 2019-2020</u>	<u>Chemistry</u>
<u>School Year 2020-2021</u>	<u>World History</u>

[(12)] (14) The Department will seek to have the Keystone ~~[Exam system]~~ Exams approved as the high school level single accountability system under the No Child Left Behind Act of 2001. Upon approval by the United States Department of Education, the Algebra I and Literature exams will be used to determine adequate yearly progress at the high school level.

The Biology Keystone Exam will be used as the high school level science assessment, which is not a factor in determining adequate yearly progress. If the Keystone **[Exam system receives]** **Exams receive** approval as the high school level accountability measure, school districts, **[and]** AVTSs **and charter schools**, **[(including cyber charter schools)]**, shall administer the Literature, Algebra I and Biology exams as end-of-course tests in the grade level in which students complete the relevant coursework.

**[(13)] (15)** The 11<sup>th</sup> grade PSSA exams in Reading, Writing, Math and Science shall be discontinued upon implementation of the Keystone Exams as the approved assessment system under section 1111(b)(2)(C) of the No Child Left Behind Act of 2001 (20 U.S.C.A. § 6311(b)(2)(C)).

**[(g)] (f)** The Board will authorize the expansion of the State assessment system through a revision of this chapter.

**[(h)] (g)** The Department will implement provisions for security of the State assessment system, including the following provisions:

(1) Action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores or in some other fashion compromise the integrity of the State assessment system as determined by the school entity shall be subject to disciplinary action under the Professional Educator Discipline Act (24 P.S. §§ 2070.1a—2070.18a).

(2) Cheating by students or employees other than those covered in paragraph (1) shall be subject to disciplinary action by the school district.

(3) Cheating or breaches of assessment security shall be reported to the Secretary as soon as detected.

**[(i)]** (h) The Secretary has the authority to establish guidelines for the administration of the State assessment system.

**[(j)]** (i) The Secretary will report each September to the Board and the General Assembly information and pertinent data relating to the State assessment system. The Secretary will also provide each school entity information and pertinent data for the school entity and its students.

**[(k)]** (j) Children with disabilities and children with limited English proficiency shall be included in the State assessment system as required by Federal law, with appropriate accommodations, when necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the State assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

**[(l)]** (k) The Department will establish a State Assessment Validation Advisory Committee (Committee). The Committee shall advise the Department on its plans to conduct the validity study and review and provide feedback on its findings. The Department and the Committee will investigate the use of a certificate based on industry approved standards and performance on a NOCTI exam as an alternative pathway to graduation and will make a report and recommendation to the Board by January 10, 2011.

**[(m)]** (l) At least once every 5 years, the Department will contract with a qualified, independent research organization to perform a validity study of the Keystone Exams using



generally accepted education research standards. These studies will determine, at a minimum, the degree to which the Keystone Exams and performance level cut scores are valid for the purposes for which they are used; aligned with State academic standards; aligned with performance levels of other states; internationally benchmarked; and predict college and career success. In addition, all Keystone Exams, performance level descriptors and cut scores will be subject to the best available forms of content, criterion and consequential validation.

**[(n) If a student is unable to meet the requirements in § 4.24(b)(1)(iv)(A) (relating to high school graduation requirements), the student may supplement a Keystone Exam score through satisfactory completion of a project-based assessment as provided in subsection (o). Points earned through satisfactory performance on one or more project modules related to the Keystone Exam module or modules on which the student scored below proficient shall be added to the student's highest Keystone Exam score. The total shall count as one-third of a student's final course grade, as provided in subsection (f)(8).]**

**[(o) (m) Project-based assessment. The Department [will] shall develop a project-based assessment system that is aligned with the modules for each [of the ten] Keystone [Exams] Exam for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.**

**(1)** The project-based assessment system shall be administered by schools and scored by **[regional] statewide** panels composed of teachers, principals and curriculum specialists assembled by the Department. The **[regional] statewide** review panels shall score student projects according to scoring protocols and rubrics developed by the Department.

**(2) [Students] A student in grade 12 who has not demonstrated proficiency on a Keystone Exam or Keystone Exam module may qualify to participate in one or more project-based assessments if the student has met all of the following conditions:**

**[(1)] (i) Has taken the course.**

**[(2)] Was unsuccessful in achieving a score of proficient on the Keystone Exam after at least two attempts.]**

**[(3)] (ii) Has met the attendance requirements of the school [district's] district, AVTS or charter school, including a cyber charter school [attendance requirements for the course].**

**[(4)] (iii) Has participated in a satisfactory manner in supplemental instructional services provided by the school district, AVTS or charter school, including a cyber charter school, as provided under § 4.24(j) and subsection (e)(8) of this section.**

**(3) A student below grade 12 who has not demonstrated proficiency on a Keystone Exam or Keystone Exam module after at least two attempts on the exam may qualify to participate in one or more project-based assessments if the student has met all of the following conditions:**

**(i) Has taken the course.**

**(ii) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.**

(iii) Has participated in a satisfactory manner in supplemental instructional services provided by the school district, AVTS, or charter school, including a cyber charter school, as provided under § 4.24(j) and subsection (e)(8) of this section, for at least two school years or the equivalent amount of time for schools that operate on a block schedule.

(4) Successful completion of a project-based assessment aligned to the Keystone Exam or Keystone Exam module on which a student did not demonstrate proficiency shall satisfy the requirements in § 4.24 (relating to high school graduation).

(n) Emergency waiver. The Secretary may waive the requirements in § 4.24 on a case-by-case basis for good cause for a student in grade 12 who was not successful in completing a project-based assessment as provided in subsection (m) (relating to project-based assessment).

(1) Emergency waivers will be based upon receipt of a written request from the chief school administrator. The Secretary shall invite and consider all justifications from the chief school administrator for granting an emergency waiver. At a minimum, the waiver request shall certify that the student meets the following criteria:

(i) The student has met the local requirements of the school district, AVTS or charter school, including a cyber charter school, for graduation, except for demonstration of proficiency of the requirements in § 4.24(c)(1)(iii)(A) for which the waiver is being requested.

(ii) The student has not demonstrated proficiency on a Keystone Exam or Keystone Exam module.

(iii) The student has participated in a satisfactory manner in supplemental instructional services provided by the school district, AVTS or charter school, including a cyber charter school, as provided under § 4.24(j) and subsection (e)(8) of this section.

(iv) The student has not successfully completed a project-based assessment aligned to the Keystone Exam or Keystone Exam module on which the student did not demonstrate proficiency.

(2) Emergency waiver requests shall be reviewed by the Department so that waiver determinations for candidates for graduation are provided to school districts, AVTSs or charter schools, including cyber charter schools, no later than 10 calendar days prior to graduation.

(3) If a chief school administrator requests emergency waivers for more than 10 percent of students in the graduating class of a school district, AVTS or charter school, including a cyber charter school, the chief school administrator shall submit an action plan for approval by the Secretary. The plan shall identify improvements the school district, AVTS or charter school, including a cyber charter school, will implement to each course associated with the Keystone Exam content for which the waivers were requested.

(4) The Department shall annually report to the Board the number of emergency waivers issued to each school district, AVTS and charter school, including a cyber charter school.

## § 4.52. Local assessment system.

(a) Each school entity shall design an assessment system to do the following:

(1) Determine the degree to which students are achieving academic standards under §§ 4.12 [**and 4.13(c)(3)**] (relating to academic standards[; **and strategic plans**]). The school entity shall provide assistance to students not attaining academic standards at the proficient level or better [**and the assistance to be provided shall be indicated in the strategic plan under § 4.13**].

(2) Use assessment results to improve curriculum and instructional practices[,] **and** to guide instructional strategies [**and to develop future strategic plans under § 4.13**].

(3) Provide information requested by the Department regarding the achievement of academic standards, **but** which does not include student names, identification numbers or individually identifiable information.

(4) Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students, **but** which does not include student names, identification numbers or individually identifiable information.

(b) The local assessment system shall be **approved by the board of school directors, at minimum, once every six years and** implemented no later than 1 year after [**its strategic plan or revision is approved by the board of school directors under § 4.13**] **the approval date**.

**[(c) The local assessment system shall be described in the school entity's strategic plan under § 4.13(c)(5).]**

**[(d) The local assessment system shall be described in the district's (including a charter school's) or AVTS's strategic plan under § 4.13(c)(5), including industry certifications earned by vocational-technical students, Pennsylvania skill certificates earned by vocational technical education students, and projects completed by vocational-technical education students which demonstrate their occupational competency.]**

**[(e)]** **(c)** The local assessment system shall be designed to include a variety of assessment strategies which may include the following:

- (1) Written work by students.
- (2) Scientific experiments conducted by students.
- (3) Works of art or musical, theatrical or dance performances by students.
- (4) Other demonstrations, performances, products or projects by students related to specific academic standards.
- (5) Examinations developed by teachers to assess specific academic standards.
- (6) Nationally-available achievement tests.
- (7) Diagnostic assessments.
- (8) Evaluations of portfolios of student work related to achievement of academic standards.
- (9) Other measures as appropriate, which may include standardized tests.

**[(f)] (d)** Individual test information shall be maintained in a student's educational record in a manner consistent with section 438 of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1232g) and 34 CFR Part 99 (relating to family educational rights and privacy).

**[(g)] (e)** Children with disabilities shall be included in the local assessment system, with appropriate accommodations, when necessary. As appropriate, the school district, including a charter **[schools] school**, or AVTS shall develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the local assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

**[(h)] (f)** The Department will establish a Local Assessment Validation Advisory Committee. The Committee will develop the criteria for the local validation process and criteria for selection of approved validation entities as provided in **[\§ 4.24(b)(1)(iv)(B)]** **§ 4.24(c)(1)(iii)(B)** (relating to high school graduation requirements). The Department, in consultation with the Committee, will establish a list of entities approved to perform independent validations of local assessments. The Committee will submit its recommendations for approval or disapproval to the Board. The Department will post the approved criteria, selection criteria and list of approved entities on its web site.

## SCHOOL PROFILES

### § 4.61. School profiles.

(a) School profiles developed by the Secretary will include information as required under section 220 of the School Code (24 P.S. § 2-220).

**[(b) In compiling school profiles under this chapter, the Department will provide school entities interpretive information to assist in using the profiles for strategic planning under § 4.13 (relating to strategic plans).]**

**[(c)] (b)** The Secretary will prescribe procedures for reporting State assessment data to schools and communities.

**[(d)] (c)** The Secretary will make available to the public, and report to the public with the same frequency and in the same detail as for children who are nondisabled, all data as required under the Individuals with Disabilities Education Act.

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**APPENDIX A.**

**PENNSYLVANIA COMMON CORE STANDARDS**

**FOR**

**ENGLISH LANGUAGE ARTS AND MATHEMATICS**

**MASTER TABLE OF CONTENTS**

- I. Pennsylvania Common Core Standards for English Language Arts  
Grades Pre K – 5**
  
- II. Pennsylvania Common Core Standards for English Language Arts  
Grades 6 – 12**
  
- III. Pennsylvania Common Core Standards for Mathematics  
Grades Pre K – High School**

# I. PENNSYLVANIA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## GRADES PRE K–5

### INTRODUCTION

These standards describe what students should know and be able to do with the English language, pre-kindergarten 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: Foundational Skills begin at Pre Kindergarten 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: Reading Informational Text enables students to read, understand, and respond to informational text.
- Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.
- Standard 4: Writing 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: Speaking and Listening 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 Common Core Standards:

- Balancing the reading of informational and literary texts so that students can access non-fiction 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.

## TABLE OF CONTENTS

### ***Foundational Skills (Pre K – 5)* ..... 1.1**

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, they apply them as effective readers.

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

### ***Reading Informational Text* ..... 1.2**

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 and Text Complexity

### ***Reading Literature* ..... 1.3**

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

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

### ***Writing* ..... 1.4**

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

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

### ***Speaking and Listening* ..... 1.5**

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

<b>1.1 Foundational Skills</b>							
<b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>							
	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Book Handling</b>	1.1.PK.A Practice appropriate book handling skills.	1.1.K.A Utilize book handling skills.	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank
<b>Print Concepts</b>	1.1.PK.B Identify basic features of print. <ul style="list-style-type: none"> <li>Differentiate between numbers and letters and letters and words.</li> <li>Recognize and name some upper and lower case letters of the alphabet.</li> </ul>	1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>Follow words left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper and lower case letters of the alphabet.</li> </ul>	1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence.</li> </ul>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank

**1.1 Foundational Skills**

**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Phonological Awareness	<p>1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize rhyming words and when two or more words begin with the same sound (alliteration).</li> <li>Count syllables in spoken words.</li> <li>Segment single-syllable spoken words.</li> <li>Isolate and pronounce initial sounds.</li> </ul>	<p>1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li> </ul>	<p>1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul>		Intentionally Blank	Intentionally Blank	Intentionally Blank

**1.1 Foundational Skills**

**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Phonics and Word Recognition</b>	<p><b>1.1.PK.D</b> Develop beginning phonics and word skills.</p> <ul style="list-style-type: none"> <li>• Associates some letters with their names and sounds.</li> <li>• Identify familiar words and environmental print.</li> </ul>	<p><b>1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to one letter-sound correspondence.</li> <li>• Associate the long and short sounds with common spellings for the five major vowels.</li> <li>• Read grade level high-frequency sight words with automaticity.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<p><b>1.1.1.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Identify common consonant diagraphs, final-e, and common vowel teams.</li> <li>• Decode one and two-syllable words with common patterns.</li> <li>• Read grade level words with inflectional endings.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>• Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>1.1.3.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>1.1.4.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul>	<p><b>1.1.5.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul>

**1.1 Foundational Skills**  
**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Fluency</b>	Intentionally Blank	1.1.K.E Read emergent-reader text with purpose and understanding.	1.1.1.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	1.1.2.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	1.1.5.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

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

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Key Ideas and Details</b> Main Idea	1.2.PKA With prompting and support, retell key details of text that support a provided main idea.	1.2.K.A With prompting and support, identify the main idea and retell key details of text.	1.2.1.A Identify the main idea and retell key details of text.	1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.	1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
<b>Key Ideas and Details</b> Text Analysis	1.2.PKB Answer questions about a text.	1.2.K.B With prompting and support, answer questions about key details in a text.	1.2.1.B Ask and answer questions about key details in a text.	1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.	1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<b>Key Ideas and Details</b> Text Analysis	1.2.PKC With prompting and support, make connections between information in a text and personal experiences.	1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.	1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	1.2.3.C 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.	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.	1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
					E03.B-K.1.1.2	E04.B-K.1.1.2	E05.B-K.1.1.2
					E03.B-K.1.1.1	E04.B-K.1.1.1	E05.B-K.1.1.1
					E.03.B-K.1.1.3	E.04.B-K.1.1.3	E.05.B-K.1.1.3



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

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Craft and Structure</b> Point of View	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	1.2.3.D Explain the point of view of the author.	1.2.4.D Compare and contrast an event or topic told from two different points of view.	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.
					E.03.B-C.2.1.1	E.04.B-C.2.1.1	E.05.B-C.2.1.1
<b>Craft and Structure</b> Text Structure	1.2.PK.E Identify the front cover, back cover and title page of a book.	1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	1.2.1.E Use various text features and search tools to locate key facts or information in a text.	1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	1.2.3.E Use text features and search tools to locate and interpret information.	1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
					E.03.B-C.2.1.2	E.04.B-C.2.1.2	E.05.B-C.2.1.2
<b>Craft and Structure</b> Vocabulary	1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	1.2.3.F 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.	1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
					E.03.B-V.4.1.1 E.03.B-V.4.1.2	E.04.B-V.4.1.1 E.04.B-V.4.1.2	E.05.B-V.4.1.1 E.05.B-V.4.1.2

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

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Integration of Knowledge and Ideas</b> Diverse Media	1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.	1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	1.2.1.G Use the illustrations and details in a text to describe its key ideas.	1.2.2.G Explain how graphic representations contribute to and clarify a text.	1.2.3.G Use information gained from text features to demonstrate understanding of a text.	1.2.4.G 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.	1.2.5.G 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.
<b>Integration of Knowledge and Ideas</b> Evaluating Argument	Intentionally Blank	1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	1.2.1.H Identify the reasons an author gives to support points in a text.	1.2.2.H Describe how reasons support specific points the author makes in a text.	1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.	1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.
					E03.B-C.3.1.3	E04.B-C.3.1.3	E05.B-C.3.1.3
					E03.B-C.3.1.1	E04.B-C.3.1.1	E05.B-C.3.1.1

<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>							
	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Integration of Knowledge and Ideas</b> Analysis Across Texts	1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.  E03.B-C.3.1.2	1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.  E04.B-C.3.1.2 E04.B-C.3.1.3	1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.  E05.B-C.3.1.2 E05.B-C.3.1.3
<b>Vocabulary Acquisition and Use</b>	1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.	1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	1.2.1.J 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.	1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  E03.B-V.4.1.1 E03.B-V.4.1.2	1.2.4.J 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.  E04.B-V.4.1.1 E04.B-V.4.1.2	1.2.5.J 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.  E05.B-V.4.1.1 E05.B-V.4.1.2

<b>1.2 Reading Informational Text</b>							
<b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>							
	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Vocabulary Acquisition and Use</b>	1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.	1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.	1.2.2.K 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.	1.2.3.K 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.	1.2.4.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.	1.2.5.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.
					E03.B-V.4.1.1	E04.B-V.4.1.1	E05.B-V.4.1.1
<b>Range of Reading</b>	1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	1.2.K.L Actively engage in group reading activities with purpose and understanding.	1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**1.3 Reading Literature**  
**Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details Text Analysis	1.3.PK.A Answer questions about a particular story (who, what, how, when, and where).	1.3.K.A Answer questions about key details in a text.	1.3.1.A Ask and answer questions about key details in a text.	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.	1.3.3.A Ask and answer questions about the text and make inferences from text; refer to text to support responses.	1.3.4.A Cite relevant details from text to support what the text says explicitly and make inferences.	1.3.5.A Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
Key Ideas and Details Literary Elements	1.3.PK.B With prompting and support, answer questions to identify characters, settings, and major events in a story.	1.3.K.B With prompting and support, identify characters, settings, and major events in a story.	1.3.1.B Describe characters, settings, and major events in a story, using key details.	1.3.2.B Describe how characters in a story respond to major events and challenges.	E03.A-K.1.1.1 1.3.3.B Describe characters in a story and explain how their actions contribute to the sequence of events.	E04.A-K.1.1.1 1.3.4.B Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	E05.A-K.1.1.1 1.3.5.B Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
Key Ideas and Details Theme	1.3.PK.C With prompting and support, retell a familiar story in sequence with picture support.	1.3.K.C With prompting and support, retell familiar stories including key details.	1.3.1.C Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.3.2.C Recount stories and determine their central message, lesson, or moral.	E03.A-K.1.1.2 1.3.3.C Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	E04.A-K.1.1.2 1.3.4.C Determine a theme of a text from details in the text; summarize the text.	E05.A-K.1.1.2 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.

**1.3 Reading Literature**  
**Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Craft and Structure</b> Point of View	1.3.PK.D With prompting and support, name the author and illustrator of a story.	1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	1.3.1.D Identify who is telling the story at various points in a text.	1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	1.3.3.D Explain the point of view of the author.  EO3.A-C.2.1.1	1.3.4.D Compare and contrast an event or topic told from two different points of view.  EO4.A-C.2.1.1	1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  EO5.A-C.2.1.1
<b>Craft and Structure</b> Text Structure	1.3.PK.E With prompting and support, recognize common types of text.	1.3.K.E Recognize common types of text.	1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1.3.3.E 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.	1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>Craft and Structure</b> Vocabulary	1.3.PK.F Answer questions about unfamiliar words read aloud from a story.	1.3.K.F Ask and answer questions about unknown words in a text.	1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	1.3.3.F 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.  E.03.A-V.4.1.1 E.03.A-V.4.1.2	1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.  E.04.A-V.4.1.1 E.04.A-V.4.1.2	1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.  E.05.A-V.4.1.1 E.05.A-V.4.1.2

**1.3 Reading Literature**  
**Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Integration of Knowledge and Ideas Sources of Information	1.3.PKG Describe pictures in books using details.	1.3.KG Make connections between the illustrations and the text in a story (read or read aloud).	1.3.1G Use illustrations and details in a story to describe characters, setting, or events.	1.3.2G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	1.3.3G 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).	1.3.4G 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.	1.3.5G 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).
Integration of Knowledge and Ideas Text Analysis	1.3.PKH Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	1.3.KH Compare and contrast the adventures and experiences of characters in familiar stories.	1.3.1H Compare and contrast the adventures and experiences of characters in stories.	1.3.2H Compare and contrast two or more versions of the same story by different authors or from different culture.	1.3.3H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	1.3.4H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	1.3.5H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
Vocabulary Acquisition and Use Strategies	1.3.PKI With prompting and support, clarify unknown words or phrases read aloud.	1.3.KI Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	1.3.1I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.	1.3.2I 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.	1.3.3I 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.	E04.A-V.4.1.1 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.	E05.A-V.4.1.1 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.

### 1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary Acquisition and Use	1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to.	1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	1.3.1.J 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.	1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  E03.A-V.4.1.1 E03.A-V.4.1.2	1.3.4.J 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.  E04.A-V.4.1.1 E04.A-V.4.1.2	1.3.5.J 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.  E05.A-V.4.1.1 E05.A-V.4.1.2
Range of Reading	1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	1.3.K.K Actively engage in group reading activities with purpose and understanding.	1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.



<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>							
	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory	1.4.PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.	1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Explanatory Focus	1.4.PK.B With prompting and support, draw/dictate about one specific topic.	1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	1.4.1.B Identify and write about one specific topic.	1.4.2.B Identify and introduce the topic.	1.4.3.B Identify and introduce the topic.	1.4.4.B Identify and introduce the topic clearly.	1.4.5.B Identify and introduce the topic clearly.
Informative/Explanatory Content	1.4.PK.C With prompting and support, generate ideas to convey information.	1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	1.4.1.C Develop the topic with two or more facts.	1.4.2.C Develop the topic with facts and/or definitions.	1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.  E03C.1.2.1 E03E.1.1.1	1.4.4.C 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.  E04C.1.2.1 E04E.1.1.1	1.4.5.C 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.  E05C.1.2.1 E05E.1.1.1
					E03C.1.2.2 E03E.1.1.2	E04C.1.2.2 E04E.1.1.2	E05C.1.2.2 E05E.1.1.2

<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>							
	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Informative/Explanatory Organization</b>	<b>1.4.PK.D</b> With prompting and support, make logical connections between drawing and dictation.	<b>1.4.K.D</b> Make logical connections between drawing and dictation/writing.	<b>1.4.1.D</b> Group information and provide some sense of closure.	<b>1.4.2.D</b> Group information and provide a concluding statement or section.	<b>1.4.3.D</b> Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	<b>1.4.4.D</b> 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.	<b>1.4.5.D</b> 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.
						E03.C.1.2.3 E03.C.1.2.4 E03.E.1.1.3 E03.E.1.1.5	E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.3 E04.E.1.1.5

**1.4 Writing**

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

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Conventions	Intentionally Blank	<p>1.4.K.E Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<p>1.4.1.E Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>	<p>1.4.2.E Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<p>1.4.3.E Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>E 03.D.1.1.1 E 03.D.1.1.2 E 03.D.1.1.3 E 03.D.1.1.4 E 03.D.1.1.5 E 03.D.1.1.6 E 03.D.1.1.7 E 03.D.1.1.8 E 03.D.1.1.9 E 03.D.1.2.1 E 03.D.1.2.2 E 03.D.1.2.3 E 03.D.1.2.4 E 03.D.1.2.5 E 03.D.1.2.6</p>	<p>1.4.4.E Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>E 04.D.1.1.1 E 04.D.1.1.2 E 04.D.1.1.3 E 04.D.1.1.4 E 04.D.1.1.5 E 04.D.1.1.6 E 04.D.1.1.7 E 04.D.1.1.8 E 04.D.1.2.1 E 04.D.1.2.2 E 04.D.1.2.3 E 04.D.1.2.4</p>	<p>1.4.5.E Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>E 05.D.1.1.1 E 05.D.1.1.2 E 05.D.1.1.3 E 05.D.1.1.4 E 05.D.1.1.5 E 05.D.1.1.6 E 05.D.1.1.7 E 05.D.1.1.8 E 05.D.1.2.1 E 05.D.1.2.2 E 05.D.1.2.3 E 05.D.1.2.4 E 05.D.1.2.5</p>

**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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Informative/Explanatory Style</b>	Intentionally Blank	1.4.K.F With prompting and support, illustrate using details and dictate/write using descriptive words.	1.4.1.F Choose words and phrases for effect.	1.4.2.F Choose words and phrases for effect.	1.4.3.F Choose words and phrases for effect.	1.4.4.F Use precise language and domain-specific vocabulary to inform about or explain the topic.	1.4.5.F Write with an awareness of style. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying length.</li> </ul> E 05.C.1.2.4 E 05.C.1.2.5 E 05.D.2.1.2 E 05.E.1.1.4 E 05.E.1.1.5
<b>Opinion/Arguments</b>	Intentionally Blank	1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	1.4.1.G Write opinion pieces on familiar topics.	1.4.2.G Write opinion pieces on familiar topics or texts.	1.4.3.G Write opinion pieces on familiar topics or texts.	1.4.4.G Write opinion pieces on topics or texts.	1.4.5G Write opinion pieces on topics or texts.

**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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Opinion/Arguments Focus</b>	Intentionally Blank	1.4.K.H Form an opinion by choosing between two given topics.	1.4.1.H Form an opinion by choosing among given topics.	1.4.2.H Identify the topic and state an opinion.	1.4.3.H Introduce the topic and state an opinion on the topic.	1.4.4.H Introduce the topic and state an opinion on the topic.	1.4.5.H Introduce the topic and state an opinion on the topic.
<b>Opinion/Arguments Content</b>	Intentionally Blank	1.4.K.I Support the opinion with reasons.	1.4.1.I Support the opinion with reasons related to the opinion.	1.4.2.I Support the opinion with reasons that include details connected to the opinion.	1.4.3.I Support an opinion with reasons.	1.4.4.I Provide reasons that are supported by facts and details.	1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

**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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Opinion/Arguments Organization	Intentionally Blank	1.4.K.J Make logical connections between drawing and writing.	1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	1.4.4.J 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.	1.4.5.J 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.

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

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Arguments Style	Intentionally Blank	Intentionally Blank	1.4.1.K Use a variety of words and phrases.	1.4.2.K Use a variety of words and phrases to appeal to the audience.	1.4.3.K Use a variety of words and sentence types to appeal to the audience.	1.4.4.K Choose words and phrases to convey ideas precisely.	1.4.5.K Write with an awareness of style. <ul style="list-style-type: none"> <li>• Use sentences of varying length.</li> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>
					E 03.D.2.1.1 E 03.E.1.1.4	E 04.D.2.1.1 E 04.D.2.1.2 E 04.D.2.1.3 E 04.E.1.1.4	E 05.C.1.1.4 E 05.D.2.1.1 E 05.D.2.1.2 E 05.D.2.1.3 E 05.D.2.1.4 E 05.E.1.1.4 E 05.E.1.1.5

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

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Opinion/Arguments Conventions of Language	Intentionally Blank	1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.1.9 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5



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

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Narrative</b>	1.4.PK.M Dictate narratives to describe real or imagined experiences or events.	1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	1.4.1.M Write narratives to develop real or imagined experiences or events.	1.4.2.M Write narratives to develop real or imagined experiences or events.	1.4.3.M Write narratives to develop real or imagined experiences or events.	1.4.4.M Write narratives to develop real or imagined experiences or events.	1.4.5.M Write narratives to develop real or imagined experiences or events.
<b>Narrative Focus</b>	1.4.PK.N Establish "who" and "what" the narrative will be about.	1.4.K.N Establish "who" and "what" the narrative will be about.	1.4.1.N Establish "who" and "what" the narrative will be about.	1.4.2.N Establish a situation and introduce a narrator and/or characters.	1.4.3.N Establish a situation and introduce a narrator and/or characters.	1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
<b>Narrative Content</b>	1.4.PK.O With prompting and support describe experiences and events.	1.4.K.O Describe experiences and events.	1.4.1.O Include thoughts and feelings to describe experiences and events.	1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.	1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	1.4.4.O 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 events precisely.	E 05.C.1.3.1 1.4.5.O 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 events precisely. E 05.C.1.3.2 E 05.C.1.3.4

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

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative Organization	1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.	1.4.K.P 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.	1.4.1.P Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.  E 03.C.1.3.1 E 03.C.1.3.3 E 03.C.1.3.4	1.4.4.P 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.  E 04.C.1.3.1 E 04.C.1.3.3 E 04.C.1.3.5	1.4.5.P 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.  E 05.C.1.3.1 E 05.C.1.3.3 E 05.C.1.3.5
Narrative Style	Intentionally Blank	Intentionally Blank	1.4.1.Q Use a variety of words and phrases.	1.4.2.Q Choose words and phrases for effect	1.4.3.Q Choose words and phrases for effect.  E 03.D.2.1.1	1.4.4.Q Choose words and phrases to convey ideas precisely.  E 04.D.2.1.1 E 04.D.2.1.2 E 04.D.2.1.3	1.4.5.Q <ul style="list-style-type: none"> <li>• Write with an awareness of styles.</li> <li>• Use sentences of varying length.</li> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> E 05.D.2.1.1 E 05.D.2.1.2 E 05.D.2.1.3 E 05.D.2.1.4

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

Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Intentionally Blank	<p>1.4.K.R            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>Capitalize first word in sentence and pronoun I.</li> <li>Recognize and use end punctuation.</li> <li>Spell simple words phonetically.</li> </ul>	<p>1.4.1.R            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation; use commas in dates and words in series.</li> <li>Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>	<p>1.4.2.R            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>Capitalize proper nouns.</li> <li>Use commas and apostrophes appropriately.</li> <li>Spell words drawing on common spelling patterns.</li> <li>Consult reference material as needed.</li> </ul>	<p>1.4.3.R            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>E 03.D.1.1.1            E 03.D.1.1.2            E 03.D.1.1.3            E 03.D.1.1.4            E 03.D.1.1.5            E 03.D.1.1.6            E 03.D.1.1.7            E 03.D.1.1.8            E 03.D.1.1.9            E 03.D.1.2.1            E 03.D.1.2.2            E 03.D.1.2.3            E 03.D.1.2.4            E 03.D.1.2.5            E 03.D.1.2.6</p>	<p>1.4.4.R            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>E 04.D.1.1.1            E 04.D.1.1.2            E 04.D.1.1.3            E 04.D.1.1.4            E 04.D.1.1.5            E 04.D.1.1.6            E 04.D.1.1.7            E 04.D.1.1.8            E 04.D.1.1.9            E 04.D.1.2.1            E 04.D.1.2.2            E 04.D.1.2.3            E 04.D.1.2.4</p>	<p>1.4.5.R            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>E 05.D.1.1.1            E 05.D.1.1.2            E 05.D.1.1.3            E 05.D.1.1.4            E 05.D.1.1.5            E 05.D.1.1.6            E 05.D.1.1.7            E 05.D.1.1.8            E 05.D.1.2.1            E 05.D.1.2.2            E 05.D.1.2.3            E 05.D.1.2.4            E 05.D.1.2.5</p>
Narrative Conventions of Language						

**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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Response to Literature</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p>1.4.3.S            Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>E 03.E.1.1.1            E 03.E.1.1.2            E 03.E.1.1.3            E 03.E.1.1.4            E 03.E.1.1.5</p>	<p>1.4.4.S            Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p>	<p>1.4.5.S            Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>E 05.E.1.1.1            E 05.E.1.1.2            E 05.E.1.1.3            E 05.E.1.1.4            E 05.E.1.1.5            E 05.E.1.1.6</p>
<b>Production and Distribution of Writing            Writing Process</b>	<p>1.4.PK.T            With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>	<p>1.4.K.T            With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>1.4.1.T            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.</p>	<p>1.4.2.T            With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>1.4.3.T            With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>1.4.4.T            With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>1.4.5.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.</p>

**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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Technology and Publication</b>	Intentionally Blank	1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	1.4.4.U 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.	1.4.5.U 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.
<b>Conducting Research</b>	1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	1.4.K.V Participate in individual or shared research projects on a topic of interest.	1.4.1.V Participate in individual or shared research and writing projects.	1.4.2.V Participate in individual or shared research and writing projects.	1.4.3.V Conduct short research projects that build knowledge about a topic.	1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a 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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Credibility, Reliability, Validity of Sources</b>	1.4.PK.W With guidance and support, recall information from experiences or books.	1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	1.4.4.W 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.	1.4.5.W 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.
<b>Range of Writing</b>	Intentionally Blank	1.4.K.X Write routinely over short time frames.	1.4.1.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.	1.4.2.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.	1.4.3.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.	1.4.4.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.	1.4.5.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.**

	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Comprehension and Collaboration Collaborative Discussion</b>	1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	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.
<b>Comprehension - Integrate and Evaluating Information</b>	1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.5.1.B 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.	1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1.5.5.B Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>							
	<b>Grade Pre-K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Comprehension and Collaboration</b> Evaluating Information	1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.	1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.5.2.C 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.	1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>Presentation of Knowledge and Ideas</b>	1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by most audiences.	1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	1.5.3.D 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.	1.5.4.D 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.	1.5.5.D 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.



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

	Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Integration of Knowledge, Multimedia and Ideas	Intentionally Blank	Intentionally Blank	1.5.1.E Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	1.5.2.E Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	1.5.3.E 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.	1.5.4.E Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	1.5.5.E Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Integration of Knowledge, Context and Ideas	1.5.PK.F Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	1.5.K.F Speak audibly and express thoughts, feelings, and ideas clearly.	1.5.1.F Produce complete sentences when appropriate to task and situation.	1.5.2.F Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	1.5.3.F Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	1.5.4.F Differentiate between contexts that require formal English versus informal situations.	1.5.5.F Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Conventions of Standard English	1.5.PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.	1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

## II. PENNSYLVANIA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS GRADES 6–12

### INTRODUCTION

These standards describe what students should know and be able to do with the English language, pre-kindergarten 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: Foundational Skills begin at Pre Kindergarten 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: Reading Informational Text enables students to read, understand, and respond to informational text.
- Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.
- Standard 4: Writing 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: Speaking and Listening 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 Common Core Standards:

- Balancing the reading of informational and literary texts so that students can access non-fiction 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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### ***Foundational Skills (Pre K – 5)*..... 1.1**

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

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

### ***Reading Informational Text*..... 1.2**

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 and Text Complexity

### ***Reading Literature*..... 1.3**

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

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

### ***Writing*..... 1.4**

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

- Informative/Explanatory Writing
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- Narrative Writing
- Response to Literature
- Production and Distribution of Writing
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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

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Key Ideas and Details</b> Main Idea	1.2.6.A Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  EO6.B-K.1.1.2	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.  EO7.B-K.1.1.2	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.  EO8.B-K.1.1.2	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.	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.
<b>Key Ideas and Details</b> Text Analysis	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.  EO6.B-K.1.1.1	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.  EO7.B-K.1.1.1	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.  EO8.B-K.1.1.1	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.	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.
<b>Key Ideas and Details</b> Text Analysis	1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.  E.06.B-K.1.1.3	1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.  E.07.B-K.1.1.3	1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.  E.08.B-K.1.1.3	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.	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.

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Craft and Structure</b> <b>Point of View</b>	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.	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.	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.	1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
<b>Craft and Structure</b> <b>Text Structure</b>	E.06.B-C.2.1.1 1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.	E.07.B-C.2.1.1 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.	E.08.B-C.2.1.1 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.	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.	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.
<b>Craft and Structure</b> <b>Vocabulary</b>	E.06.B-V.4.1.1 E.06.B-V.4.1.2 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.	E.07.B-V.4.1.1 E.07.B-V.4.1.2 E.07.B-C.2.1.3 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.	E.08.B-V.4.1.1 E.08.B-V.4.1.2 E.08.B-C.2.1.3 1.2.8.F 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.	1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.	1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Integration of Evaluation Evidence, Knowledge and Ideas</b>	<p>1.2.6G 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.</p>	<p>1.2.7G 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).</p>	<p>1.2.8G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>1.2.9-10G 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.</p>	<p>1.2.11-12G 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.</p>
<b>Integration of Knowledge and Ideas Analysis Across Texts</b>	<p>1.2.6H Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p>	<p>1.2.7H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p>	<p>1.2.8H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p>	<p>1.2.9-10H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p>	<p>1.2.11-12H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>
<b>Integration of Knowledge and Ideas</b>	<p>1.2.6I Examine how two authors present similar information in different types of text.</p>	<p>1.2.7I Analyze how two or more authors present and interpret facts on the same topic.</p>	<p>1.2.8I 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.</p>	<p>1.2.9-10I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>1.2.11-12I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>

**1.2 Reading Informational Text**

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Vocabulary Acquisition and Use</b>	<p>1.2.6J 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.</p> <p>E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>1.2.7J 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.</p> <p>E07.B-V.4.1.1 E07.B-V.4.1.2</p>	<p>1.2.8J 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.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2</p>	<p>1.2.9-10J 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.</p> <p>1.2.9-10K 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.</p>	<p>1.2.11-12J 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.</p> <p>1.2.11-12K 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.</p>
<b>Vocabulary Acquisition and Use</b>	<p>1.2.6K 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.</p> <p>E06.B-V.4.1.1</p>	<p>1.2.7K 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.</p> <p>E07.B-V.4.1.1</p>	<p>1.2.8K 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.</p> <p>E08.B-V.4.1.1</p>	<p>1.2.9-10L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>1.2.11-12L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>
<b>Range of Reading</b>	<p>1.2.6L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>1.2.7L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>1.2.8L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>1.2.9-10L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>1.2.11-12L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>

**1.3 Reading Literature**  
**Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Key Ideas and Details</b> Text Analysis	1.3.6.A Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.  EO6.A-K.1.1.1	1.3.7.A 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.  EO7.A-K.1.1.1	1.3.8.A 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.  EO8.A-K.1.1.1	1.3.9-10.A 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.  	1.3.11-12.A 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.  
<b>Key Ideas and Details</b> Literary Elements	1.3.6.B 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.  EO6.A-K.1.1.3	1.3.7.B Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.  EO7.A-K.1.1.3	1.3.8.B 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.  EO8.A-K.1.1.3	1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  	1.3.11-12.B Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.  
<b>Key Ideas and Details</b> Theme	1.3.6.C 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.  EO6.A-K.1.1.2	1.3.7.C 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	1.3.8.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.  EO8.A-K.1.1.2	1.3.9-10.C 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.  	1.3.11-12.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.  



<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Craft and Structure</b> Point of View	1.3.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  EO6.A-C.2.1.1	1.3.7.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.  EO7.A-C.2.1.1	1.3.8.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.  EO8.A-C.2.1.1	1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
<b>Craft and Structure</b> Text Structure	1.3.6.E Analyze the development of the meaning through the overall structure of the text.  EO6.A-C.2.1.2	1.3.7.E Analyze the development of the meaning through the overall structure of the text.  EO7.A-C.2.1.2	1.3.8.E Analyze the development of the meaning through the overall structure of multiple texts.  EO8.A-C.2.1.2	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.	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.
<b>Craft and Structure</b> Vocabulary	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.  E.06.A-V.4.1.1 E.06.A-V.4.1.2	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.  E.07.A-V.4.1.1 E.07.A-V.4.1.2 E.07.A-C.2.1.3	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.  E.08.A-V.4.1.1 E.08.A-V.4.1.2 E.08.A-C.2.1.3	1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	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 emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Integration of Knowledge and Ideas</b> Sources of Information	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.	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).	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.	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.	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.)
<b>Integration of Knowledge and Ideas</b> Text Analysis	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	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	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	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.	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.

**1.3 Reading Literature**  
**Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Vocabulary Acquisition and Use Strategies</b>	<p>1.3.6J            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.</p>	<p>1.3.7J            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.</p>	<p>1.3.8J            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.</p>	<p>1.3.9-10J            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.</p>	<p>1.3.11-12J            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.</p>
<b>Vocabulary Acquisition and Use</b>	<p>E06A-V.4.1.1            1.3.6J            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.</p>	<p>E07A-V.4.1.1            1.3.7J            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.</p>	<p>E08A-V.4.1.1            1.3.8J            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.</p>	<p>1.3.9-10J            Demonstrate understanding across content areas within grade 9-10 level texts of figurative language, word relationships and the shades of meaning among related words.</p>	<p>1.3.11-12J            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.</p>
<b>Range of Reading</b>	<p>E06A-V.4.1.1            E06A-V.4.1.2            1.3.6.K            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>E07A-V.4.1.1            E07A-V.4.1.2            1.3.7.K            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>E08A-V.4.1.1            E08A-V.4.1.2            1.3.8.K            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>1.3.9-10.K            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>1.3.11-12.K            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Informative/Explanatory</b>	<b>1.4.6.A</b> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	<b>1.4.7.A</b> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	<b>1.4.8.A</b> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	<b>1.4.9-10.A</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	<b>1.4.11-12.A</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
<b>Informative/Explanatory Focus</b>	<b>1.4.6.B</b> Identify and introduce the topic for the intended audience.  E06C.1.2.1 E06E.1.1.1	<b>1.4.7.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.  E07C.1.2.1 E07E.1.1.1	<b>1.4.8.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.  E08C.1.2.1 E08E.1.1.1	<b>1.4.9-10.B</b> Write with a sharp distinct focus identifying topic, task, and audience.	<b>1.4.11-12.B</b> Write with a sharp distinct focus identifying topic, task, and audience.
<b>Informative/Explanatory Content</b>	<b>1.4.6.C</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.  E06.C.1.2.2 E06.E.1.1.2	<b>1.4.7.C</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.  E07.C.1.2.2 E07.E.1.1.2	<b>1.4.8.C</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.  E08.C.1.2.2 E08.E.1.1.2	<b>1.4.9-10.C</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.	<b>1.4.11-12.C</b> 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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Informative/Explanatory</b>	<p>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.</p> <p>E06.C.1.2.3            E06.C.1.2.6            E06.E.1.1.3            E06.E.1.1.6</p>	<p>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.</p> <p>E07.C.1.2.3            E07.C.1.2.6            E07.E.1.1.3            E07.E.1.1.6</p>	<p>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.</p> <p>E08.C.1.2.1            E08.C.1.2.6            E08.E.1.1.1            E08.E.1.1.6            E08.C.1.2.3            E08.E.1.1.3</p>	<p>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.</p>	<p>1.4.11-12.D            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.</p>
<b>Organization</b>					

**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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
Informative/Explanatory Conventions	<p>1.4.6.E            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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            E06.D.1.2.4            E06.D.1.2.5</p>	<p>1.4.7.E            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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</p>	<p>1.4.8.E            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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</p>	<p>1.4.9-10.E            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>	<p>1.4.11-12.E            Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>

**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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Informative/Explanatory Style</b>	<p>1.4.6.F            Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice</li> <li>• Establish and maintain a formal style.</li> </ul>	<p>1.4.7.F            Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul>	<p>1.4.8.F            Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice.</li> <li>• Establish and maintain a formal style.</li> </ul>	<p>1.4.9-10.F            Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul>	<p>1.4.11-12.F            Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul>
	<p>E06C.1.2.4            E06C.1.2.5            E06D.2.1.2            E06D.2.1.3            E06.E.1.1.4            E06.E.1.1.5</p>	<p>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</p>	<p>E08.C.1.2.4            E08.C.1.2.5            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</p>		

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

	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Opinion/Argument	1.4.6.G Write arguments to support claims.	1.4.7.G Write arguments to support claims.	1.4.8.G Write arguments to support claims.	1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.	1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
Opinion/Arguments Focus	1.4.6.H Introduce and state an opinion on a topic.  E06.C.1.1.1 E06.E.1.1.1	1.4.7.H Introduce and state an opinion on a topic.  E07.C.1.1.1 E07.E.1.1.1	1.4.8.H Introduce and state an opinion on a topic.  E08.C.1.1.1 E08.E.1.1.1	1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. <ul style="list-style-type: none"> <li>Introduce the precise claim.</li> </ul>	1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. <ul style="list-style-type: none"> <li>Introduce the precise, knowledgeable claim.</li> </ul>
Opinion/Argument Content	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	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	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	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.	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	Grade 9-10	Grade 11-12
Opinion/Argument	<p>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.</p> <p>E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.3 E06.E.1.1.6</p>	<p>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.</p> <p>E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.3 E07.E.1.1.6</p>	<p>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.</p> <p>E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.3 E08.E.1.1.6</p>	<p>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, and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>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 create cohesion, and clarify the relationships between claim(s) and reasons, between claim(s) and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

**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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Opinion/Argument Style</b>	<p>1.4.6.K</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Use precise language.</li> <li>Develop and maintain a consistent voice</li> <li>Establish and maintain a formal style.</li> </ul> <p>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            E05.E.1.1.4            E05.E.1.1.5</p>	<p>1.4.7.K</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Use precise language.</li> <li>Develop and maintain a consistent voice.</li> <li>Establish and maintain a formal style.</li> </ul> <p>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</p>	<p>1.4.8.K</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities</li> <li>Create tone and voice.</li> <li>Establish and maintain a formal style.</li> </ul> <p>E08.C.1.1.4            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.1.1.5</p>	<p>1.4.9-10.K</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>Establish and maintain a formal style.</li> </ul>	<p>1.4.11-12.K</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>Establish and maintain a formal style.</li> </ul>

**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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Opinion/Argument Conventions of Language</b>	1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
	E06.D.1.1.1	E07.D.1.1.1	E08.D.1.1.1		
	E06.D.1.1.2	E07.D.1.1.2	E08.D.1.1.2		
	E06.D.1.1.3	E07.D.1.1.3	E08.D.1.1.3		
	E06.D.1.1.4	E07.D.1.1.4	E08.D.1.1.4		
	E06.D.1.1.5	E07.D.1.1.5	E08.D.1.1.5		
	E06.D.1.1.6	E07.D.1.1.6	E08.D.1.1.6		
	E06.D.1.1.7	E07.D.1.1.7	E08.D.1.1.7		
	E06.D.1.1.8	E07.D.1.1.8	E08.D.1.1.8		
	E06.D.1.2.1	E07.D.1.1.9	E08.D.1.1.9		
	E06.D.1.2.2	E07.D.1.2.1	E08.D.1.1.10		
	E06.D.1.2.3	E07.D.1.2.2	E08.D.1.1.11		
		E07.D.1.2.3	E08.D.1.2.1		
		E07.D.1.2.4	E08.D.1.2.2		
			E08.D.1.2.3		
		E08.D.1.2.4			
		E08.D.1.2.5			

<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Narrative</b>	<b>1.4.6.M</b> Write narratives to develop real or imagined experiences or events.	<b>1.4.7.M</b> Write narratives to develop real or imagined experiences or events.	<b>1.4.8.M</b> Write narratives to develop real or imagined experiences or events.	<b>1.4.9-10.M</b> Write narratives to develop real or imagined experiences or events.	<b>1.4.11-12.M</b> Write narratives to develop real or imagined experiences or events.
<b>Narrative Focus</b>	<b>1.4.6.N</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	<b>1.4.7.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	<b>1.4.8.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	<b>1.4.9-10.N</b> 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.	<b>1.4.11-12.N</b> 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.
	<b>E06C.1.3.1</b>	<b>E07C.1.3.1</b>	<b>E08.C.1.3.1</b>		
<b>Narrative Content</b>	<b>1.4.6.O</b> 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.	<b>1.4.7.O</b> 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.	<b>1.4.8.O</b> 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.	<b>1.4.9-10.O</b> 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.	<b>1.4.11-12.O</b> 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.
	<b>E06.C.1.3.2</b> <b>E06.C.1.3.4</b>	<b>E07.C.1.3.2</b> <b>E07.C.1.3.4</b>	<b>E08.C1.3.2</b> <b>E08.C1.3.4</b>		

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	Grade 7	Grade 8	Grade 9-10
Narrative	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.	1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, 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.	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.	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.
	E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5	E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5	E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5	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.
Organization				

**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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
Narrative Style	<p>1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p>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</p>	<p>1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p>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</p>	<p>1.4.8.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice, though precise language.</li> </ul> <p>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</p>	<p>1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey meaning and add variety and interest.</li> </ul>	<p>1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul>

**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.**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Narrative</b> Conventions of Language	<p>1.4.6.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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</p>	<p>1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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</p>	<p>1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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</p>	<p>1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>	<p>1.4.11-12.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>
<b>Response to Literature</b>	<p>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 non-fiction.</p> <p>E06.E.1.1</p>	<p>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 non-fiction.</p> <p>E07.E.1.1</p>	<p>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 non-fiction.</p> <p>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</p>	<p>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 non-fiction.</p>	<p>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 non-fiction.</p>

<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Production and Distribution of Writing</b> Writing Process	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.	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.	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.	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.	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.
<b>Technology and Publication</b>	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.  E06.D.2.1	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.  E07.D.2.1	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.	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.	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.
<b>Conducting Research</b>	1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	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.	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.	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.	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.



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
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 other while avoiding plagiarism and providing basic bibliographic information for sources.	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.
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.	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.
1.4.6.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.	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.
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.	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.
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.	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.
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.	1.4.11-12.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.
Credibility, Reliability, Validity of Sources	Range of Writing

<b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Comprehension and Collaboration</b> Collaborative Discussion	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.	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.	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.	1.5.9-10.A 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.	1.5.11-12.A 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.
<b>Comprehension and Collaboration</b> Evaluating Information	1.5.6.B 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.	1.5.7.B 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.	1.5.8.B 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.	1.5.9-10.B Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	1.5.11-12.B 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.

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Comprehension and Collaboration</b> <b>Evaluating Information</b>	<p>1.5.6.C            Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.</p>	<p>1.5.7.C            Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>1.5.8.C            Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>1.5.9-10.C            Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>1.5.11-12.C            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.</p>
<b>Presentation of Knowledge and Ideas</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>Integration of Knowledge and Ideas</b> Multimedia	1.5.6.E Include multimedia components and visual displays in presentations to clarify information.	1.5.7.E Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	1.5.8.E Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	1.5.9-10.E Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.11-12.E Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b> Context	1.5.6.F Adapt speech to a variety of contexts and tasks.	1.5.7.F Adapt speech to a variety of contexts and tasks.	1.5.8.F Adapt speech to a variety of contexts and tasks.	1.5.9-10.F Adapt speech to a variety of contexts and tasks.	1.5.11-12.F Adapt speech to a variety of contexts and tasks.
<b>Conventions of Standard English</b>	1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.	1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.	1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

**Pennsylvania Common Core Standards for Mathematics**  
**Grades Pre K – High School**  
**INTRODUCTION**

The Pennsylvania Common Core Standards in Mathematics in grades PreK-5 lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student’s ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. Additionally, they set a rigorous definition of college and career readiness by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. 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.

This document includes PA Common Core Standards for **Mathematics Content** and **Mathematical Practice**. The mathematics standards define what students should understand and be able to do. Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency.

<b>PA Common Core Standards</b> <i>Mathematical Content and Mathematical Practice</i>	
<b>Standards for Mathematical Content</b>	<b>Standards for Mathematical Practice</b>
<p><b>2.1 Numbers and Operations</b></p> <p>A) <i>Counting and Cardinality</i></p> <p>B) <i>Number and Operations in Base Ten</i></p> <p>C) <i>Number and Operations—Fractions</i></p> <p>D) <i>Ratios and Proportional Relationships</i></p> <p>E) <i>The Number System</i></p> <p>F) <i>Number and Quantity</i></p>	<ul style="list-style-type: none"> <li>• <i>Make sense of problems and persevere in solving them.</i></li> <li>• <i>Use appropriate tools strategically.</i></li> <li>• <i>Reason abstractly and quantitatively.</i></li> <li>• <i>Attend to precision.</i></li> <li>• <i>Construct viable arguments and critique the reasoning of others.</i></li> <li>• <i>Look for and make use of structure.</i></li> <li>• <i>Model with mathematics.</i></li> <li>• <i>Look for and make sense of regularity in repeated reasoning.</i></li> </ul>
<p><b>2.2 Algebraic Concepts</b></p> <p>A) <i>Operations and Algebra Thinking</i></p> <p>B) <i>Expressions &amp; Equations</i></p> <p>C) <i>Functions</i></p> <p>D) <i>Algebra</i></p>	
<p><b>2.3 Geometry</b></p> <p>A) <i>Geometry</i></p>	
<p><b>2.4 Data Analysis and Probability</b></p> <p>A) <i>Measurement and Data</i></p> <p>B) <i>Statistics and Probability</i></p>	

Standards cannot be viewed or addressed in isolation, as each standard depends upon or may lead into multiple standards across grades; thus, it is imperative that educators are familiar with both the standards that come before and those that follow a particular grade level. These revised standards reflect instructional shifts that cannot occur without the integrated emphasis on content and practice.

Standards are overarching statements of what a proficient math student should know and be able to do. The Pennsylvania Assessment Anchors and Eligible Content closely align with the revised standards and are an invaluable source for greater detail.

### **Key Points in Mathematics**

- The standards stress both procedural skills and conceptual understanding to ensure students are learning and applying the critical information they need to succeed at higher levels.
- K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into application. They also provide detailed guidance to teachers on how to navigate their way through topics such as *fractions, negative numbers, and geometry* and do so by maintaining a continuous progression from grade to grade.
- Having built a strong foundation at K-5, students can do hands on learning in geometry, algebra, and probability and statistics. Students who have mastered the content and skills through the seventh grade will be *well-prepared for algebra* in grade 8.
- High school standards emphasize *practicing applying mathematical ways of thinking to real world issues and challenges*.

The PA Common Core Standards for Mathematics detail four standard areas: Numbers and Operations, Algebraic Concepts, Geometry, and Data Analysis and Probability. These standard areas are reflective of the reporting categories in the PA Common Core Assessment Anchors and Eligible Content. The intent of this document is to provide a useful tool for designing curriculum, instruction, and assessment. The grade level curriculum and instructional shifts in mathematics cannot occur without the integrated emphasis on content and practice. The chart below illustrates the four standard areas and the development and progression of the strands, with an understanding that all is framed around the Standards for Mathematical Practice.

<b>Mathematical Standards: Development and Progression</b>												
Standards for Mathematical Practice												
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.						Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.						
	Pre K	K	1	2	3	4	5	6	7	8	HS	
2.1 Numbers and Operations	(A) Counting & Cardinality											
	(B) Number and Operations in Base Ten						(D) Ratios and Proportional Relationships				(F) Number and Quantity	
					(C) Number and Operations - Fractions		(E) The Number System					
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking						(B) Expressions and Equations			(D) Algebra		
										(C) Functions		
2.3 Geometry	(A) Geometry											
2.4 Data Analysis and Probability	(A) Measurement and Data						(B) Statistics and Probability					

2.1 Numbers and Operations							
<p><b>The Standards of Mathematical Practices</b></p> <p>Make sense of problems and persevere in solving them.            Construct viable arguments and critique the reasoning of others.            Use appropriate tools strategically.            Look for and make use of structure.</p>				<p>Reason abstractly and quantitatively.            Model with mathematics.            Attend to precision.            Look for and express regularity in repeated reasoning.</p>			
	2.1.PREK Grade PreK	2.1.K Grade K	2.1.1 Grade 1	2.1.2 Grade 2	2.1.3 Grade 3	2.1.4 Grade 4	2.1.5 Grade 5
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>							
<b>(A) Counting &amp; Cardinality</b>	2.1.PREK.A.1 Know number names and the count sequence.	2.1.K.A.1 Know number names and write and recite the count sequence.	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
	2.1.PREK.A.2 Count to tell the number of objects.	2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.					
	2.1.PREK.A.3 Compare numbers.	2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.					
<b>(B) Number &amp; Operations in Base Ten</b>	<i>Intentionally Blank</i>	2.1.K.B.1 Use place value to compose and decompose numbers within 19.	2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.  M03.A-T.1.1.1 M03.A-T.1.1.2 M03.A-T.1.1.3 M03.A-T.1.1.4	2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.  M04.A-T.1.1.1 M04.A-T.1.1.2 M04.A-T.1.1.3 M04.A-T.1.1.4	2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. M05.A-T.1.1.1 M05.A-T.1.1.2 M05.A-T.1.1.3 M05.A-T.1.1.4 M05.A-T.1.1.5
		<i>Intentionally Blank</i>	2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.	2.1.2.B.2 Use place value concepts to read, write and skip count to 1000.	<i>Intentionally Blank</i>	2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. M04.A-T.2.1.1 M04.A-T.2.1.2 M04.A-T.2.1.3 M04.A-T.2.1.4	2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.1 M05.A-T.2.1.2 M05.A-T.2.1.3
			2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.	2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>



2.1 Numbers and Operations							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	2.1.PREK Grade PreK	2.1.K Grade K	2.1.1 Grade 1	2.1.2 Grade 2	2.1.3 Grade 3	2.1.4 Grade 4	2.1.5 Grade 5
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
<b>(C) Number &amp; Operations - Fractions</b>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.1.3.C.1 Explore and develop an understanding of fractions as numbers. M03.A-F.1.1.1 M03.A-F.1.1.2 M03.A-F.1.1.3 M03.A-F.1.1.4 M03.A-F.1.1.5	2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.  M04.A-F.1.1.1 M04.A-F.1.1.2	2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.  M05.A-F.1.1.1
					<i>Intentionally Blank</i>	2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. M04.A-F.2.1.1 M04.A-F.2.1.2 M04.A-F.2.1.3 M04.A-F.2.1.4 M04.A-F.2.1.5 M04.A-F.2.1.6 M04.A-F.2.1.7	2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.  M05.A-F.2.1.1 M05.A-F.2.1.2 M05.A-F.2.1.3 M05.A-F.2.1.4
					<i>Intentionally Blank</i>	2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. ,19/100). M04.A-F.3.1.1 M04.A-F.3.1.2 M04.A-F.3.1.3	<i>Intentionally Blank</i>

**2.2 Algebraic Concepts**

**The Standards of Mathematical Practices**

Make sense of problems and persevere in solving them.  
 Construct viable arguments and critique the reasoning of others.  
 Use appropriate tools strategically.  
 Look for and make use of structure.

Reason abstractly and quantitatively.  
 Model with mathematics.  
 Attend to precision.  
 Look for and express regularity in repeated reasoning.

	<b>2.2.PREK Grade PreK</b>	<b>2.2.K Grade K</b>	<b>2.2.1 Grade 1</b>	<b>2.2.2 Grade 2</b>	<b>2.2.3 Grade 3</b>	<b>2.2.4 Grade 4</b>	<b>2.2.5 Grade 5</b>
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**Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**

<b>(A) Operations and Algebraic Thinking</b>	2.2.PREK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	2.2.3.A.1 Represent and solve problems involving multiplication and division.  M03.B-0.1.1.1 M03.B-0.1.1.2 M03.B-0.1.2.1 M03.B-0.1.2.2	2.2.4.A.1 Represent and solve problems involving the four operations.  M04.B-0.1.1.1 M04.B-0.1.1.2 M04.B-0.1.1.3 M04.B-0.1.1.4	2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.  M05.B-0.1.1.1 M05.B-0.1.1.2
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	2.2.2.A.2 Use mental strategies to add and subtract within 20.	2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. M03.B-0.2.1.1 M03.B-0.2.1.2	2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.  M04.B-0.2.1.1	<i>Intentionally Blank</i>
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	2.2.3.A.3 Demonstrate multiplication and division fluency.  M03.B-0.2.2.1	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. M03.B-0.3.1.1 M03.B-0.3.1.2 M03.B-0.3.1.3 M03.B-0.3.1.4 M03.B-0.3.1.5 M03.B-0.3.1.6 M03.B-0.3.1.7	2.2.4.A.4 Generate and analyze patterns using one rule.  M04.B-0.3.1.1 M04.B-0.3.1.2 M04.B-0.3.1.3	2.2.5.A.4 Analyze patterns and relationships using two rules.  M05.B-0.2.1.1 M05.B-0.2.1.2

<b>2.3 Geometry</b>							
<b>The Standards of Mathematical Practices</b>							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
<b>2.3.PRE K Grade PreK</b>	<b>2.3.K Grade K</b>	<b>2.3.1 Grade 1</b>	<b>2.3.2 Grade 2</b>	<b>2.3.3 Grade 3</b>	<b>2.3.4 Grade 4</b>	<b>2.3.5 Grade 5</b>	
<b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>							
<b>(A) Geometry</b>	<b>2.3.PREK.A.1</b> Identify and describe shapes.	<b>2.3.K.A.1</b> Identify and describe two- and three-dimensional shapes.	<b>2.3.1.A.1</b> Compose and distinguish between two- and three-dimensional shapes based on their attributes.	<b>2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.	<b>2.3.3.A.1</b> Identify, compare, and classify shapes and their attributes.  M03.C-G.1.1.1 M03.C-G.1.1.2	<b>2.3.4.A.1</b> Draw lines and angles and identify these in two-dimensional figures.  M04.C-G.1.1.1	<b>2.3.5.A.1</b> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. M05.C-G.1.1.1 M05.C-G.1.1.2
	<b>2.3.PREK.A.2</b> Analyze, compare, create, and compose shapes.	<b>2.3.K.A.2</b> Analyze, compare, create, and compose two- and three-dimensional shapes.	<b>2.3.1.A.2</b> Use the understanding of fractions to partition shapes into halves and quarters.	<b>2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	<b>2.3.3.A.2</b> Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.  M03.C-G.1.1.3	<b>2.3.4.A.2</b> Classify two-dimensional figures by properties of their lines and angles. M04.C-G.1.1.2  <b>2.3.4.A.3</b> Recognize symmetric shapes and draw lines of symmetry. M04.C-G.1.1.3	<b>2.3.5.A.2</b> Classify two-dimensional figures into categories based on an understanding of their properties.  M05.C-G.2.1.1

2.4 Data Analysis and Probability							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	2.4.PREK Grade PreK	2.4.K Grade K	2.4.1 Grade 1	2.4.2 Grade 2	2.4.3 Grade 3	2.4.4 Grade 4	2.4.5 Grade 5
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
<b>(A) Measurement and Data</b>	2.4.PREK.A.1 Describe and compare measurable attributes.	2.4.K.A.1 Describe and compare measurable attributes of objects.	2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.	2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.  M03.D-M.1.1.1 M03.D-M.1.1.2	2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. M04.D-M.1.1.1 M04.D-M.1.1.2 M04.D-M.1.1.3 M04.D-M.1.1.4	2.4.5.A.1 Solve problems using conversions within a given measurement system.  M05.D-M.1.1.1
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.	2.4.2.A.2 Tell and write time to the nearest five minutes.	2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. M03.D-M.1.2.1 M03.D-M.1.2.2 M03.D-M.1.2.3	2.4.4.A.2 Translate information from one type of data display to another.  M04.D-M.2.1.3	2.4.5.A.2 Represent and interpret data using appropriate scale.  M05.D-M.2.1.2
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.4.2.A.3 Solve problems using coins and paper currency.	2.4.3.A.3 Solve problems involving money using a combination of coins and bills. M03.D-M.1.3.1 M03.D-M.1.3.2 M03.D-M.1.3.3	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>

**2.4 Data Analysis and Probability**

**The Standards of Mathematical Practices**

Make sense of problems and persevere in solving them.  
 Construct viable arguments and critique the reasoning of others.  
 Use appropriate tools strategically.  
 Look for and make use of structure.

Reason abstractly and quantitatively.  
 Model with mathematics.  
 Attend to precision.  
 Look for and express regularity in repeated reasoning.

	2.4.PREK Grade PreK	2.4.K Grade K	2.4.1 Grade 1	2.4.2 Grade 2	2.4.3 Grade 3	2.4.4 Grade 4	2.4.5 Grade 5
<b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>							
<b>(A) Measurement and Data</b>	2.4.PREKAD.4 Classify objects and count the number of objects in each category.	2.4.K.A.4 Classify objects and count the number of objects in each category.	2.4.1.A.4 Represent and interpret data using tables/charts.	2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. M03.D-M.2.1.1 M03.D-M.2.1.2 M03.D-M.2.1.3 M03.D-M.2.1.4	2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.  M04.D-M.2.1.1 M04.D-M.2.1.2	2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.  M05.D-M.2.1.1
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. M03.D-M.3.1.1 M03.D-M.3.1.2	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
				2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. M03.D-M.4.1.1	2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.  M04.D-M.3.1.1 M04.D-M.3.1.2	2.4.5.A.6 Apply concepts of volume to solve problems and relate volume to multiplication and to addition. M05.D-M.3.1.1 M05.D-M.3.1.2

**2.1. Numbers and Operations**

**The Standards of Mathematical Practices**

Make sense of problems and persevere in solving them.  
 Construct viable arguments and critique the reasoning of others.  
 Use appropriate tools strategically.  
 Look for and make use of structure.

Reason abstractly and quantitatively.  
 Model with mathematics.  
 Attend to precision.  
 Look for and express regularity in repeated reasoning.

**2.1.6 Grade 6**

**2.1.7 Grade 7**

**2.1.8 Grade 8**

**2.1.HS High School**

**Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**

<b>(D) Ratios &amp; Proportional Relationships</b>	2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.  M06.A-R.1.1.1 M06.A-R.1.1.2 M06.A-R.1.1.3 M06.A-R.1.1.4 M06.A-R.1.1.5	2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6	<i>Intentionally Blank</i>	<b>(F) Number and Quantity</b>	2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.
					2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
					2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.
					2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.
					2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<b>(E) The Number System</b>	2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. M06.A-N.1.1.1	2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.2 M07.A-N.1.1.3	2.1.8.E.1 Distinguish between rational and irrational numbers using their properties.  M08.A-N.1.1.1 M08.A-N.1.1.2		2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.
	2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. M06.A-N.2.1.1	Intentionally Blank	<i>Intentionally Blank</i>		
	2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. M06.A-N.2.2.1 M06.A-N.2.2.2				

**2.1. Numbers and Operations**

**The Standards of Mathematical Practices**

Make sense of problems and persevere in solving them.  
 Construct viable arguments and critique the reasoning of others.  
 Use appropriate tools strategically.  
 Look for and make use of structure.

Reason abstractly and quantitatively.  
 Model with mathematics.  
 Attend to precision.  
 Look for and express regularity in repeated reasoning.

**2.1.6 Grade 6**

**2.1.7 Grade 7**

**2.1.8 Grade 8**

**2.1.HS High School**

***Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:***

2.1.6.E.4  
 Apply and extend previous understandings of numbers to the system of rational numbers.  
 M06.A-N.3.1.1  
 M06.A-N.3.1.2  
 M06.A-N.3.1.3  
 M06.A-N.3.2.1  
 M06.A-N.3.2.2  
 M06.A-N.3.2.3

*Intentionally Blank*

2.1.8.E.4  
 Estimate irrational numbers by comparing them to rational numbers.  
 M08.A-N.1.1.3  
 M08.A-N.1.1.4  
 M08.A-N.1.1.5

2.1.HS.F.7  
 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.

**2.2. Algebraic Concepts**

**The Standards of Mathematical Practices**

Make sense of problems and persevere in solving them.  
 Construct viable arguments and critique the reasoning of others.  
 Use appropriate tools strategically.  
 Look for and make use of structure.

Reason abstractly and quantitatively.  
 Model with mathematics.  
 Attend to precision.  
 Look for and express regularity in repeated reasoning.

**2.2.6 Grade 6**

**2.2.7 Grade 7**

**2.2.8 Grade 8**

**2.2.HS High School**

**Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**

<b>(B) Expressions and Equations</b>	2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.  M06.B-E.1.1.1 M06.B-E.1.1.2 M06.B-E.1.1.3 M06.B-E.1.1.4 M06.B-E.1.1.5	2.2.7.B.1 Apply properties of operations to generate equivalent expressions.  M07.B-E.1.1.1	2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.  M08.B-E.1.1.1 M08.B-E.1.1.2 M08.B-E.1.1.3 M08.B-E.1.1.4	<b>(D) Algebra</b>	2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.
	2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.  M06.B-E.2.1.1 M06.B-E.2.1.2 M06.B-E.2.1.3 M06.B-E.2.1.4	<i>Intentionally Blank</i>	2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.  M08.B-E.2.1.1 M08.B-E.2.1.2 M08.B-E.2.1.3		2.2.HS.D.2 Write expressions in equivalent forms to solve problems.  2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. 2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs. 2.2.HS.D.5 Use polynomial identities to solve problems.  2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms. 2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. 2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.



2.2. Algebraic Concepts				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.			Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.	
2.2.6 Grade 6	2.2.7 Grade 7	2.2.8 Grade 8	2.2.HS High School	
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:				
2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.  M06.B-E.3.1.1 M06.B-E.3.1.2	2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.  M07.B-E.2.1.1 M07.B-E.2.2.1 M07.B-E.2.2.2 M07.B-E.2.3.1	2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.  M08.B-E.3.1.1 M08.B-E.3.1.2 M08.B-E.3.1.3 M08.B-E.3.1.4	2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.  2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	
(C) Functions	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	2.1.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	
			2.1.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	
			2.1.HS.C.3 Write functions or sequences that model relationships between two quantities.	
			2.1.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	
			2.1.HS.C.5 Construct and compare linear, quadratic and exponential models to solve problems.	
			2.1.HS.C.6 Interpret functions in terms of the situation they model.	
			2.1.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	
			2.1.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	
			2.1.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	

2.3. Geometry					
The Standards of Mathematical Practices					
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.			Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.3.6 Grade 6	2.3.7 Grade 7	2.3.8 Grade 8	2.3.HS High School		
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
<b>(A) Geometry</b>	2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.  M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3	2.3.7.A.1 Visualize and represent geometric figures and describe the relationships between them.  M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4	2.3.8.A.1 Understand and apply congruence and similarity using various tools.  M08.C-G.1.1.1 M08.C-G.1.1.2 M08.C-G.1.1.3 M08.C-G.1.1.4	<b>(A) Geometry</b>	2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.
					2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.
					2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
					2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.
	2.3.6.A.2 Graph points in all four quadrants on the coordinate plane to solve real world and mathematical problems.  M06.C-G.1.1.4 M06.C-G.1.1.5 M06.C-G.1.1.6	<i>Intentionally Blank</i>	2.3.8.A.2 Understand and apply the Pythagorean Theorem to solve problems.  M08.C-G.2.1.1 M08.C-G.2.1.2 M08.C-G.2.1.3		2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.
					2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.
					2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
					2.3.HS.A.8 Apply geometric theorems to verify properties of circles.
					2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.
					2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.
					2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.
					2.3.HS.A.12 Explain volume formulas and use them to solve problems.
					2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.
					2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.
<i>Intentionally Blank</i>	2.3.7.A.3 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.  M07.C-G.2.1.1 M07.C-G.2.1.2 M07.C-G.2.2.1 M07.C-G.2.2.2	2.3.8.A.3 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.  M08.C-G.3.1.1			

2.4 Data Analysis and Probability					
The Standards of Mathematical Practices					
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.			Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.4.6 Grade 6	2.4.7 Grade 7	2.4.8 Grade 8		2.4.HS High School	
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
<b>(B) Statistics and Probability</b>	2.4.6.B.1 Use a set of numerical data to develop an understanding of and recognize statistical variability.  M06.D-S.1.1.1 M06.D-S.1.1.2	2.4.7.B.1 Draw inferences about populations based on random sampling concepts.  M07.D-S.1.1.1 M07.D-S.1.1.2	2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.  M08.D-S.1.1.1 M08.D-S.1.1.2 M08.D-S.1.1.3	<b>(B) Statistics and Probability</b>	
	2.4.6.B.2 Use numerical data and apply statistical properties to summarize and describe a distribution.  M06.D-S.1.1.3 M06.D-S.1.1.4	2.4.7.B.2 Draw informal comparative inferences about two populations.  M07.D-S.2.1.1	2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies.  M08.D-S.1.2.1		2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.  2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.  2.4.HS.B.3 Analyze linear models to make interpretations based on the data.  2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.  2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.  2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.
	<i>Intentionally Blank</i>	2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.  M07.D-S.3.1.1	<i>Intentionally Blank</i>		2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.

## Key Terms for this Document

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**Standards for Mathematical Content** - These standards define what students should know and be able to do in their study of mathematics.

**Standards for Mathematical Practice** - These standards describe the processes and proficiencies in which all students from grades K-12 should engage. Educators must instill these standards of practice in their students so that they become habitual. The standards for mathematical practice should be used as the vehicle to deliver the standards of mathematical content.

**Standard Algorithm** - A locally agreed upon method of computation which is conventionally taught for solving mathematical problems.

**Decimal Fraction** - a fraction whose denominator is a power of ten. (Examples:  $2/100$ ,  $8/10$ ) These fractions are commonly expressed as decimals.

**Unit Fraction** – a rational number written as a fraction where the numerator is one and the denominator is a positive integer( ex..  $1/20$ )

**Bivariate Data** – the data involves two variables and is usually represented as a scatter plot

**Rule** – a single operation (e.g., add 5, multiply by 2, etc)

**APPENDIX B. Academic Standards for Science and Technology and Environment and Ecology**

**TABLE OF CONTENTS**

**Common Core Standards for Literacy in History/Social Sciences, Science, and Technical Subjects\***

*\*supplement to current Academic Standards for Science and Technology*



## Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Reading Proficiency</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Source Analysis</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

## Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Craft and Structure</b>		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.



## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WRIT

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 6–8 students:

### Grades 9–10 students:

### Grades 11–12 students:

#### Anchor Standard: Writing (W)

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. 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.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

1. Write arguments focused on *discipline-specific content*.
  - a. 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.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. 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.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

### Grades 6-8 students:

### Grades 9-10 students:

### Grades 11-12 students:

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style and objective tone.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. (See note; not applicable as a separate requirement)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 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).

3. (See note; not applicable as a separate requirement)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 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.
  - 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.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

W-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 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.	5. 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.	5. 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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. 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.	6. 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.
<b>Research to Build and Present Knowledge</b>		
7. 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.	7. 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.	7. 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.
8. 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.	8. 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.	8. 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 specific 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.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for 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.	10. Write routinely over extended time frames (time for 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.	10. Write routinely over extended time frames (time for 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.



**APPENDIX C. Academic Standards for Civics and Government and Economics and  
Geography and History**

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**Common Core Standards for Literacy in History/Social Sciences, Science, and Technical Subjects\***

*\*supplement to current Academic Standards for History*



## Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Reading and Content Knowledge</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Text Structure and Analysis</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Research Skills and Level of Text Complexity</b>		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

# Reading Standards for Literacy in Science and Technical Subjects 6-12

RST

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Craft and Structure</b>		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.



## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 6-8 students:

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

### Grades 9-10 students:

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. 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.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

### Grades 11-12 students:

1. Write arguments focused on *discipline-specific content*.
  - a. 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.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. 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.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

WH.1

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize 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.</li> <li>b. 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.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. 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).</li> </ul>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12



Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 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.	5. 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.	5. 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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. 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.	6. 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.
<b>Research to Build and Present Knowledge</b>		
7. 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.	7. 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.	7. 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.
8. 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.	8. 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.	8. 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 specific 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.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for 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.	10. Write routinely over extended time frames (time for 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.	10. Write routinely over extended time frames (time for 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.





COMMONWEALTH OF PENNSYLVANIA  
STATE BOARD OF EDUCATION

September 20, 2012

Mr. David Sumner  
Executive Director  
Independent Regulatory Review Commission  
14<sup>th</sup> Floor, 333 Market Street  
Harrisburg, PA 17101

Dear Mr. Sumner:

Enclosed is a copy of proposed State Board of Education regulation 22 Pa. Code, Chapter 4, Academic Standards and Assessment (#006-326) for review by the Commission pursuant to the provisions of section 5 (c) of the Regulatory Review Act.

The State Board of Education will provide the Commission with any assistance it requires to facilitate a thorough review of these proposed regulations.

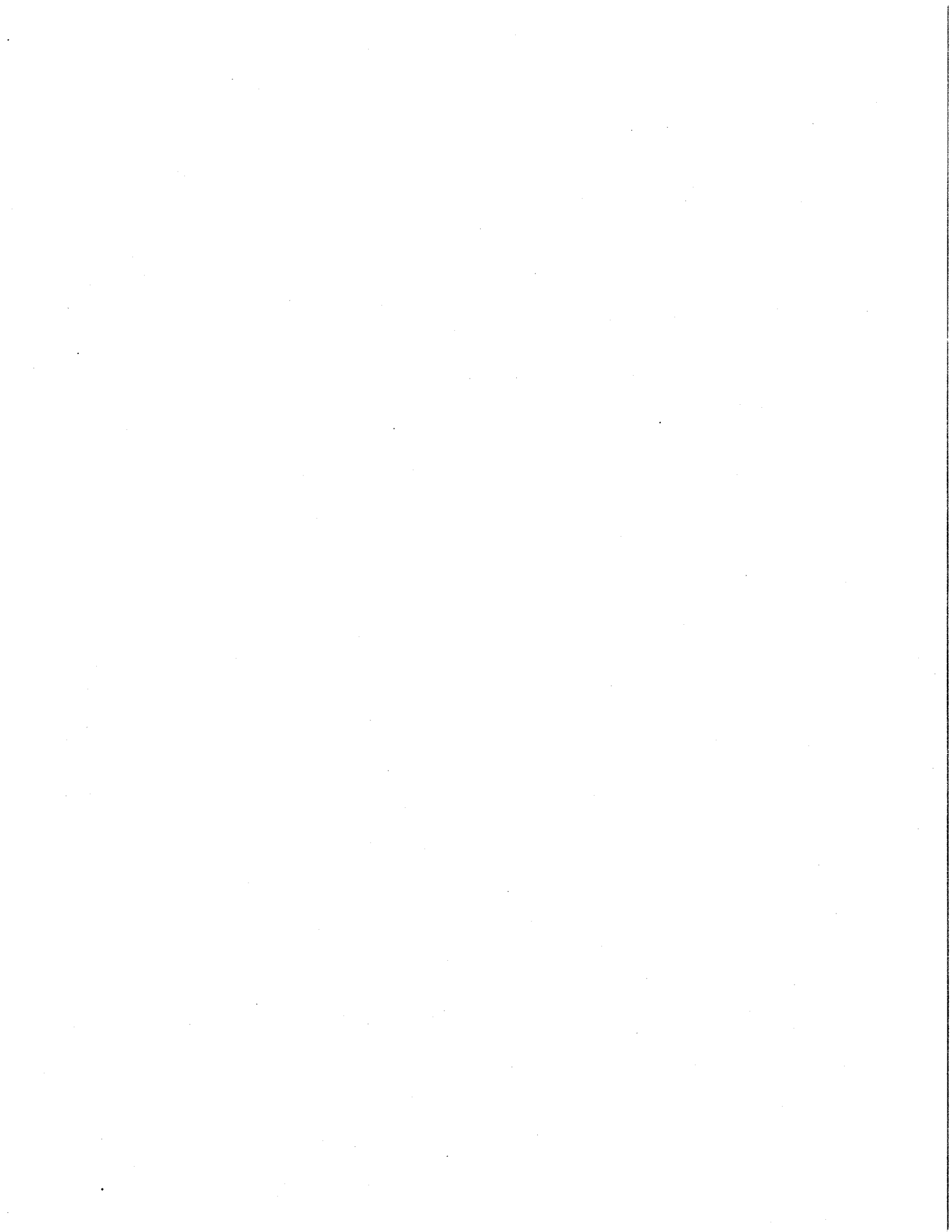
Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Karen Molchanow".

Karen Molchanow  
Executive Director

cc: Secretary Ron Tomalis  
Gregory Dunlap, Esq.  
Jordan Gouker



**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE  
REGULATORY REVIEW ACT**

I.D. NUMBER: 6-326  
 SUBJECT: ACADEMIC STANDARDS AND ASSESSMENT  
 AGENCY: STATE BOARD OF EDUCATION

**TYPE OF REGULATION**

- Proposed Regulation
- Final Regulation
- Final Regulation with Notice of Proposed Rulemaking Omitted
- 120-day Emergency Certification of the Attorney General
- 120-day Emergency Certification of the Governor
- Delivery of Tolled Regulation
  - a.  With Revisions
  - b.  Without Revisions

2012 SEP 20 AM 11: 52

RECEIVED  
IRRC

**FILING OF REGULATION**

DATE	SIGNATURE	DESIGNATION
9-20-12	<u>April Edwards</u>	HOUSE COMMITTEE ON EDUCATION
9-20-12	<u>Eileen Brick</u>	MAJORITY CHAIRMAN <u>Clymer</u>
9-20-12	<u>Mary Stubbins</u>	SENATE COMMITTEE ON EDUCATION
9-20-12	<u>Paula Piccola</u>	MAJORITY CHAIRMAN <u>Piccola</u>
9-20-12	<u>K. Cooper</u>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL (for Final Omitted only)
9-20-12	<u>Samuel Hanson</u>	LEGISLATIVE REFERENCE BUREAU (for Proposed only)

