

RULES AND REGULATIONS

Title 22—EDUCATION

STATE BOARD OF EDUCATION

[22 PA. CODE CH. 4]

Academic Standards and Assessment

The State Board of Education (Board) amends Chapter 4 (relating to academic standards and assessment) to read as set forth in Annex A. Notice of proposed rule-making was published at 42 Pa.B. 6365 (October 6, 2012).

Statutory Authority

The Board is acting under the authority of sections 121, 2603-B and 2604-B of the Public School Code of 1949 (School Code) (24 P. S. §§ 1-121, 26-2603-B and 26-2604-B).

Background

The Keystone Exams became a component of the Commonwealth's high school graduation requirements upon publication of the final-form rulemaking at 40 Pa.B. 240 (January 9, 2010). This 2010 rulemaking, which was reviewed by the House Education Committee, Senate Education Committee and the Independent Regulatory Review Commission (IRRC) prior to its enactment, provides for the development of ten Keystone Exams as a component of State graduation requirements, requires schools to provide supplemental instruction to students who are not proficient in the academic standards assessed by keystones and creates an alternative project-based assessment for students who are unable to demonstrate proficiency on a Keystone Exam.

The Board adopted the "Common Core State Standards" in English Language Arts and Mathematics and added these academic standards to Chapter 4 in the final-form rulemaking published at 40 Pa.B. 5903 (October 16, 2010). The Common Core State Standards were developed through a state-led process managed by the Council of Chief State School Officers (CCSSO) and the National Governors Association.

Subsequent to their establishment in Chapter 4, the General Assembly laid a statutory foundation for the development of Keystone Exams in the act of June 30, 2012 (P. L. 684, No. 82) (Act 82). Act 82 amended section 121 of the School Code to require, subject to annual appropriations, that the Department of Education (Department) develop and implement Keystone Exams in the following subjects: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and World History. Act 82 further directed the Board to promulgate regulations necessary to implement section 121 of the School Code. See section 121 of the School Code. This final-form rulemaking represents another vital step in implementing the Keystone Exams and their foundational standards.

The formative steps for this final-form rulemaking moved on two tracks. First, further study by the Department concluded that students in this Commonwealth would be better served by creating a unique set of State-specific standards in English Language Arts and Mathematics, guided by the Common Core and the needs of this Commonwealth. The advantages lie in the ability to reframe and revise when necessary absent a CCSSO revision process, and presented an opportunity for educators in this Commonwealth to internalize the standards

and create a user-friendly standard set for implementation in all schools in this Commonwealth.

To accomplish this, the Department initiated a review of the Common Core State Standards. The Department convened teams of educators from this Commonwealth to inform the drafting of revised, State-specific academic standards in English Language Arts and Mathematics. Educators were invited to submit their names for participation on the Mathematics and English Language Arts committees through 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 to produce the Pennsylvania Core Standards included in this final-form rulemaking.

In the second formative track, the Board's Committee on Academic Standards/Chapter 4 (Committee) oversaw the review of amendments to the procedures and requirements in Chapter 4. The Committee held public hearings to solicit input on draft revisions regarding Keystone Exams. In advance of the hearings, draft revisions to Chapter 4 were posted on the Board's web site 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.

Subsequent to adoption of the proposed rulemaking, the Board invited interested persons and individuals affiliated with small businesses to submit comments, questions, suggestions, commendations, concerns or objections on the proposed rulemaking. The Board received written comments from 146 individuals and organizations during the 30-day public comment period. The Board then considered and approved a final-form rulemaking on March 14, 2013. The final-form rulemaking included revisions to the proposed rulemaking based on comments received from the public and from IRRC.

On June 18, 2013, the House of Representatives adopted House Resolution 338 (H.R. 338), which expressed concern with the Common Core State Standards and urged the Board and the Department to address a number of matters regarding the utilization of the Commonwealth's academic standards. The concerns identified in H.R. 338 were echoed to the Board by members of the public. In response to H.R. 338, the Board withdrew the final-form rulemaking from review by the Governor's Office of the Budget, the Governor's Policy Office and the Office of General Counsel to provide the Board time to consider these concerns.

During this time, the Board engaged in additional deliberation about the final-form rulemaking in multiple

venues. First, the Board provided an additional opportunity for the public to comment on the final-form rule-making at its public meeting on July 10, 2013. Second, the Board appeared before the House Education Committee to discuss the final-form rulemaking at its public hearing in Harrisburg on August 5, 2013. Third, the Board appeared before the Senate Education Committee to discuss the final-form rulemaking twice at its public hearings in Chester County on August 26, 2013, and in Harrisburg on August 29, 2013. Finally, the Board heard additional public comment on the final-form rulemaking during the public meeting of its Council of Basic Education on September 11, 2013, and during its public Board meeting on September 12, 2013.

The Board prepared revisions to the final-form rule-making to address concerns heard during this time for additional deliberation. The revisions: (1) clarified that the Commonwealth's academic standards do not apply to private, religious or home education students; (2) reinforced the Board's long-standing intention that it will not mandate a Statewide curriculum or required reading lists; (3) prohibited the expansion of student and family data collection due to the Pennsylvania Core Standards; and (4) expressed the Board's intention to not include National assessments as part of the State assessment system, while retaining discretion for the Department to continue participating in a multistate collaborative working to develop an alternate assessment for students with the most severe cognitive disabilities and requiring consultation with teachers, counselors and parents of students who would be eligible to take the alternate assessment prior to its administration in this Commonwealth. The additional revisions also deleted a requirement that a student's transcript denote whether proficiency was demonstrated by a project-based assessment, and revised the waiver process to seat these determinations with a local chief school administrator rather than with the Secretary of Education.

A revised final-form rulemaking encompassing the revisions previously described was approved by the Board on September 12, 2013.

Need for the Final-Form Rulemaking

This final-form 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 State-specific Pennsylvania Core Standards for English Language Arts and Mathematics as Appendix A-2. The Board also is publishing the Pennsylvania Core Standards for Reading in Science and Technology and the Pennsylvania Core Standards in Writing for Science and Technology as supplements to the Academic Standards for Science and Technology (currently in Appendix B) and the Pennsylvania Core Standards for Reading in History and Social Studies and the Pennsylvania Core Standards in Writing for History and Social Studies as supplements to the Academic Standards for History (currently in Appendix C).

Second, the final-form rulemaking replaces existing language that states a Keystone Exam counts for at least 1/3 of the course grade with the requirement that a student will demonstrate "proficiency" on a Keystone Exam to graduate. At the same time, the final-form rulemaking maintains the option for districts to utilize validated local assessments and Advanced Placement (AP) or International Baccalaureate (IB) exams as alternative

paths to proficiency, and continues to include protections for students established in current law such as exam retakes, supplemental instruction, project-based assessments and waivers of certain graduation requirements. This revision responds to concerns raised with the practicality of implementing Keystone Exams as part of a student's course grade due to the time frame for administering exams to return scores to schools in time to calculate grades; the potential for inconsistent implementation due to the lack of a Statewide grading scale; the fairness of a requirement that students scoring below basic receive a score of 0 as 1/3 of their course grade; and questions about whether schools would need to continuously recalculate course grades, grade point averages and class rank based on the results of Keystone Exam retakes.

Further, there is emerging evidence that "high stakes" testing or requiring passage of a test or exam to obtain a high school diploma can be a "potent policy in terms of bringing about real positive changes in student learning." See Wang, L., Beckett, G., & Brown, L. (2006) "Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence." *Applied Measurement in Education*, 19(4), 320. 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.

The use of Keystone Exams as a standalone measure of graduation requirements, combined with the multiple pathways to graduation and supports provided by the current regulations and extended in this final-form rule-making, also is supported by the Standards for Educational and Psychological Testing established by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education. Standard 13.5 states that "when test results substantially contribute to making decisions about student promotion or graduation, there should be evidence that the test adequately covers only the specific or generalized content and skills that students have had an opportunity to learn." Standard 13.6 states that "students who must demonstrate mastery of certain skills or knowledge before being promoted or granted a diploma should have a reasonable number of opportunities to succeed on equivalent forms of the test or be provided with a construct-equivalent testing alternative of equal difficulty to demonstrate the skills or knowledge. In most circumstances, when students are provided with multiple opportunities to demonstrate mastery, the time interval between the opportunities should allow for students to have the opportunity to obtain the relevant instructional experience."

The Standards for Educational and Psychological Testing further support the final-form rulemaking in the following excerpt addressing fairness in testing:

For example, when tests are used for promotion and graduation, the fairness of individual interpretations can be enhanced by (a) providing students with multiple opportunities to demonstrate their capabilities through repeated testing with alternate forms or through other construct-equivalent means, (b) ensuring students have had adequate notice of skills and content to be tested along with other appropriate test preparation material, (c) providing students with curriculum and instruction that affords them the opportunity to learn the content and skills that are

tested, and (d) providing students with equal access to any specific preparation for test taking (e.g., test taking strategies).

The final-form rulemaking comports with these standards by providing students with multiple pathways to demonstrate proficiency by a Keystone Exam, locally validated assessment and related AP and IB exams, providing unlimited opportunities to take a Keystone Exam to demonstrate proficiency, providing an alternative project-based assessment and requiring students to engage in supplemental instruction before a second attempt on a Keystone Exam and before being able to participate in a project-based assessment. The State assessment system further comports with these standards through the establishment of assessment anchors and eligible content that clearly communicate the academic content that will be assessed.

Third, this final-form rulemaking is necessary for this Commonwealth to remain academically competitive with other American public education systems including those in neighboring states. As of the 2010-2011 school year, 30 states currently require or plan to require students to take, but not necessarily pass, an assessment to graduate. In 25 of the 30 states (including Maryland, New Jersey, New York, Ohio and Virginia), “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% of public high school students Nationwide—including 78% of low-income students and 84% of students of color—are enrolled in states with exit exams. This final-form rulemaking will allow this Commonwealth 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.

Summary of the Final-Form Rulemaking

The final-form rulemaking makes changes to three main components of Chapter 4: strategic planning; academic standards; and high school graduation requirements. Major revisions include the following:

1) Eliminating the requirement that strategic planning be conducted through a State-prescribed time frame and State-prescribed format to provide flexibility in how school entities choose to approach strategic planning. The final-form rulemaking also retains planning requirements for six plans regarding educator induction, educator professional development, special education, gifted education, student services and early childhood education, and requires that the public be provided a minimum 28-day public comment and inspection period prior to adoption of each of those plans by a local governing body. The final-form rulemaking also makes minor editorial changes to different provisions throughout Chapter 4 to be consistent with the deletion of the strategic plan requirement.

2) Establishing State-specific Pennsylvania Core Standards as the Commonwealth’s academic standards in Mathematics and English Language Arts.

3) Strengthening existing graduation requirements for the 2014-2015 school year and extending the effective date of the requirements to the 2016-2017 school year. The final-form rulemaking requires that each school district, charter school, cyber charter school and area vocational-technical school (AVTS) (if the AVTS graduates students) adopt and implement requirements for high school graduation that, at a minimum, include: course completion and grades; and 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 AP or IB exam. Keystone Exams would no longer be incorporated into a student’s final course grade. Beginning in the 2016-2017 school year, the “culminating project” would be removed as a State graduation requirement, and students who are subject to a religious opt-out of State assessments would be required to participate in project-based assessments to demonstrate proficiency for graduation. The culminating project is eliminated to avoid potentially duplicative requirements of the project-based assessments.

4) Beginning in the 2018-2019 school year, graduation requirements would include a determination of proficiency in Composition in English Language Arts. In the 2019-2020 school year, the final-form rulemaking adds Civics and Government to the list of subjects for which a determination of proficiency is required for graduation. As noted in § 4.51b(j) (relating to Keystone Exams), 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, related project-based assessments and validation of locally aligned assessments.

5) Provides for 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:

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

6) Allows students who do not demonstrate proficiency on a Keystone Exam to enter into a project-based assessment as long as certain conditions are met. The final-form rulemaking makes access to the project more flexible by requiring a student to make two attempts at a Keystone Exam and complete supplementary instruction to the satisfaction of the student’s school district prior to being able to participate in a project-based assessment rather than requiring a student to participate in at least 2 school years of supplemental instruction as a criteria for participation in the project, as suggested in the proposed rulemaking.

7) Allows a chief school administrator to grant waivers to State graduation requirements on a case-by-case basis for students who either are not proficient on a project-based assessment or who face extenuating circumstances. If a chief school administrator is considering granting waivers to more than 10% of a graduating class who were not proficient on a project-based assessment, the school district is required to engage in self-reflection to identify improvements that will be made to the courses associated with the content that served as the basis for the waivers. The improvements shall be presented to the Secretary for approval in an action plan.

8) Incorporates provisions of a policy statement approved by the Board in November 2010 providing an

alternate pathway to proficiency for career and technical education (CTE) students. The alternate pathway previously approved by the Board was recommended by a stakeholders' advisory committee convened by the Department as required under Chapter 4 to explore this matter. The final-form rulemaking requires CTE students to demonstrate proficiency in the content areas required for Federal accountability either on a Keystone Exam, validated local assessment or project-based assessment and allows CTE students to meet other State graduation requirements by achieving a score of competent or advanced on an occupational skills assessment.

9) Reorganizes § 4.51 (relating to State assessment system) into discrete sections that address State Assessment, PSSA, Keystone Exams, Project-Based Assessment and Waivers to make the regulation more easily understandable to the regulated community.

10) Provides clarity pertaining to the information required to be included on student transcripts. The final-form rulemaking requires performance levels (advanced, proficient, basic or below basic) in subjects assessed by a Keystone Exam to be reported on student transcripts beginning in the 2016-2017 school year. The inclusion of performance levels, as opposed to reporting scale scores, provides the clearest means of communicating whether a student met graduation requirements to members of the higher education community and employers. A transcript must include the highest performance level demonstrated either on a Keystone Exam, locally validated assessment or project-based assessment.

Summary of Technical Changes to the Final-Form Rulemaking

In proofreading Annex A, the Board identified technical and typographical errors. The Board identified typographical errors in citations and made technical changes to reference the appropriate sections in the following provisions: § 4.12(h) (relating to academic standards) incorrectly referenced subsection (g) and is revised to appropriately reference subsection (f); § 4.20(5) (relating to prekindergarten education) incorrectly referenced § 4.52(d) (relating to local assessment system) and is corrected to reference § 4.52(b); § 4.20(6) incorrectly referenced § 49.85(c) (relating to limitations) and is corrected to reference § 49.85(e); § 4.20(11)(iii) incorrectly referenced § 49.85(a) and is corrected to reference § 49.85 in its entirety; final-form § 4.24(c)(1)(iii)(B)(III) (relating to high school graduation requirements) incorrectly referenced subsection (e) and is corrected to reference subsection (g); final-form § 4.24(m) incorrectly referenced subsections (a) and (b) and is corrected to reference subsections (b) and (c); § 4.31(a) (relating to vocational-technical education) incorrectly referenced § 4.24(f) and is corrected to reference § 4.24(g).

The Board also made the following technical changes to the final-form rulemaking:

- “Chief school administrator” is used in § 4.33(b) (relating to advisory committees) and § 4.51(d), but was undefined. The Board included a definition for “chief school administrator” in § 4.3 (relating to definitions) based on the definition in section 1301-A of the School Code (24 P. S. § 13-1301-A).

- In § 4.12(a)(3)(v), the Board made a technical correction to replace the heading of this subparagraph with “appendix.”

- In § 4.13(d) (relating to strategic plans), the Board added “for approval” for consistency with the requirement

for approval of strategic plans established by § 14.104(f) (relating to special education plans).

- Section 4.21(a) (relating to elementary education: primary and intermediate levels) was revised to incorporate the phrase “including charter schools.”

- In final-form § 4.24(c)(1)(ii), “and” was revised to the more appropriate term “or” as it pertains to the applicable sections identified at the end of the provision. Likewise, in final-form § 4.24(g), “and” was revised to the more appropriate term “or” in reference to the entities that may issue a diploma to recognize that only one entity would grant this credential.

- The word “district” in final-form § 4.24(c)(1)(iii)(B)(VI) was changed to “school entity” to make it clear that the section applies to school districts, AVTSs and charter schools.

- Final-form § 4.24(f) was revised to identify the Pennsylvania State skills assessments referred to in the section, which are currently referenced in other parts of Chapter 4.

- In § 4.51c(d) (relating to project-based assessment), the Board added “or module” to read, “after at least two attempts on the exam or module,” for consistency with the beginning of that same provision, which references a “Keystone Exam or Keystone Exam module.”

- The Board added the clarifying phrase “that students achieve proficiency on the Keystone Exams” to § 4.51c(f).

- The Board updated § 4.51d(2) and (3) (relating to waivers) to use the term “granted” related to waivers, rather than “requested” or “issued,” which is a more clear term and brings consistency throughout the sections inasmuch as § 4.51d(2) begins with “is considering granting.”

- The Board made a technical revision to § 4.52(e) to include a reference to cyber charter schools.

Summary of Public Comment and Responses to Proposed Rulemaking

The proposed rulemaking was published at 42 Pa.B. 6365 and was available on the Department's web site at www.education.state.pa.us. The Board accepted formal written comments during a 30-day public comment period that began upon publication of the proposed rulemaking. The Board received written comments directly from 146 individuals and organizations during the official 30-day public comment period that followed publication of the proposed rulemaking in the *Pennsylvania Bulletin*. Rather than provide a lengthy listing of the organizations and comments and responses in the preamble, the Board prepared a separate document that outlines the comments and the Board's response, which is incorporated by reference. Notification of the availability of this document was sent to each commentator and is posted on the Board's web page on the Department's web site at www.education.state.pa.us.

Affected Parties

The final-form rulemaking will affect public school districts, AVTSs, and charter and cyber charter schools in this Commonwealth and their employees and students. It also will affect the Department.

Fiscal Impact and Paperwork Requirements

New provisions and amendments in the final-form rulemaking 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 at 40 Pa.B. 240. While the Commonwealth will incur costs for the development and administration of Keystone Exams, these are not new costs imposed by this final-form rulemaking. The requirement to develop and administer ten Keystone Exams was established in the final-form rulemaking published at 40 Pa.B. 240, which was submitted to the House Education Committee, Senate Education Committee and IRRC for review prior to its enactment, and which remains a requirement of Chapter 4. Further, section 121 of the School Code directs the Department, subject to annual appropriations, to develop and implement Keystone Exams in the following subjects by the 2020-2021 school year: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and World History.

It is important also to note that, while the Commonwealth will incur a cost to administer Keystone Exams, during the 2012-13 school year the Keystone Exams in Algebra I, Biology and Literature replaced the eleventh grade PSSA as the Commonwealth's uniform measure of accountability at the high school level. Therefore, the Commonwealth no longer bears costs associated with the eleventh grade PSSA. Further, test development to refresh item banks regarding State assessments is part of the ongoing work of State government and is not a new cost imposed by the final-form rulemaking.

The Commonwealth will also experience savings with this final-form rulemaking through the elimination of the mandate for districts to submit strategic plans. However, these savings are difficult to quantify. The Commonwealth will experience further savings by not incurring future costs to develop project-based assessments aligned to the five Keystone Exams that would be developed for voluntary use by school districts.

Additionally, the final-form rulemaking provides some relief to school districts by paring the number of Keystone Exams developed to assess proficiency for graduation from ten to five and, in effect, removing the mandate to provide supplemental instruction and to administer associated project-based assessments in the five Keystone Exams that would be made available on a voluntary basis. Further, Keystone Exams in subjects other than those required for accountability purposes (Algebra I, Biology and Literature) would be developed subject to funding being made available by the General Assembly.

The final-form rulemaking also requires school entities to publish and distribute to students, parents and guardians copies of graduation requirements and to post graduation requirements on each school entity's public web site. This information sharing can be accomplished by publishing graduation requirements in student handbooks or by distributing graduation requirements in tandem with other information that is already legally required to be provided to students, parents and guardians, such as student codes of conduct. Therefore, the cost associated with publishing and distributing graduation requirements is negligible.

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 also would reduce costs for school districts. The extent of these savings would vary from district to district and is estimated at \$35 million Statewide.

Effective Date

The final-form rulemaking will become effective upon 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. Therefore, a sunset date is not 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 the notice of proposed rulemaking, published at 42 Pa.B. 6365, to IRRC and the Chairpersons of the House and Senate Committees on Education for review and comment.

Under section 5(c) of the Regulatory Review Act, IRRC and the House and Senate Committees were provided with copies of the comments received during the public comment period, as well as other documents when requested. In preparing the final-form rulemaking, the Department has considered all comments from IRRC, the House and Senate Committees and the public.

Under section 5.1(j.2) of the Regulatory Review Act (71 P.S. § 745.5a(j.2)), on November 20, 2013, the final-form rulemaking was (deemed) approved by the House and Senate Committees. Under section 5.1(e) of the Regulatory Review Act, IRRC met on November 21, 2013, and approved the final-form rulemaking.

The Office of Attorney General (OAG) approved the final-form rulemaking as to form and legality on February 11, 2014. However, under section 8(b) of the Regulatory Review Act (71 P.S. § 745.8(b)), the OAG directed the Board to add in § 4.51b a sentence stating that subsection (a) is a continuation of § 4.51(f), which is referenced in section 102 of the School Code (24 P.S. § 1-102). The Board added the statement to § 4.51b(a) in accord with the OAG's direction and section 8(b) of the Regulatory Review Act.

Contact Person

The official responsible for information on this final-form rulemaking is Larry Wittig, Chairperson, State Board of Education, 333 Market Street, Harrisburg, PA 17126-0333, (717) 787-3787, (717) 787-7367 (TDD).

Findings

The Board finds that:

(1) Public notice of the intention to adopt this final-form rulemaking was given under sections 201 and 202 of the act of July 31, 1968 (P.L. 769, No. 240) (45 P.S. §§ 1201 and 1202) and the regulations promulgated thereunder, 1 Pa. Code §§ 7.1 and 7.2.

(2) A public comment period was provided as required by law and all comments were considered.

(3) The final-form rulemaking is necessary and appropriate for the administration of the School Code.

Order

The Board, acting under the authorizing statute, orders that:

(a) The regulations of the Board, 22 Pa. Code Chapter 4, are amended by adding §§ 4.51a—4.51d and Appendix A-2 deleting Appendix A-1 and amending §§ 4.2—4.4, 4.11—4.13, 4.20—4.24, 4.31, 4.33, 4.51, 4.52 and 4.61 and Appendices B and C to read as set forth in Annex A, with ellipses referring to the existing text of the regulations.

(Editor's Note: The amendment to § 4.2 was not included in the proposed rulemaking published at 42 Pa.B.

6365. Final-form §§ 4.51a—4.51d were shown as proposed amendments to § 4.51 in the proposed rule-making.)

(b) The Chairperson will submit this order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.

(c) The Chairperson of the Board shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

(d) This order is effective upon publication in the *Pennsylvania Bulletin*.

KAREN MOLCHANOW,
Executive Director

(Editor's Note: For the text of the order of the Independent Regulatory Review Commission relating to this document, see 43 Pa.B. 7196 (December 7, 2013).)

Fiscal Note: 6-326. No fiscal impact. The costs associated with implementing the Keystone Exams were detailed in Regulation 6-312 and are built into the PA Assessment appropriation. There are no new costs associated with this final-form rulemaking. (8) Recommends adoption.

Annex A

TITLE 22. EDUCATION

PART I. STATE BOARD OF EDUCATION

CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT

GENERAL PROVISIONS

§ 4.2. Purpose.

The purpose of this chapter is to establish rigorous academic standards and assessments, applicable only to the public schools in this Commonwealth, to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined.

§ 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).

Chief school administrator—The superintendent of a school district, the superintendent of an AVTS or the chief executive officer of a charter school.

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. Designated exams will be used to determine, in part, a student's eligibility for high school graduation.

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 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 adminis-

trators, school board members, higher education officials, representatives of the United States Armed Forces, employers and others with at least 1/2 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.

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—A valid and reliable measurement of student performance on a set of academic standards as measured by the Pennsylvania System of School Assessment or the Keystone Exams.

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.

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.

(b) It is the policy of the Board that local school entities have the greatest possible flexibility in curricu-

lum 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 to review a State assessment in the school entity during convenient hours for parents and guardians, at least 2 weeks prior to their administration, to determine whether a State 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. Procedures must be consistent with guidance provided by the Department in its assessment administration instructions. If upon inspection of a State 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.

(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, 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 § 4.51b(i) and (j) (relating to Keystone Exams).

(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 § 4.51b(i) and (j).

(4) Technical guidance in developing local assessments that meet the requirements of § 4.24(c)(1)(iii)(B) (relating to high school graduation requirements), upon request.

(f) The Department may not, and the Board will not, require school entities to utilize a Statewide curriculum or Statewide reading lists.

ACADEMIC STANDARDS AND PLANNING

§ 4.11. Purpose of public education.

(a) This section and § 4.12 (relating to academic standards) describe the purpose of public education and its relationship with the academic standards.

(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 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) 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.

(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. The Pennsylvania Core Standards for Reading in Science and Technology and the Pennsylvania Core Standards for Writing in Science and Technology will be an appendix to the Commonwealth's academic standards for Science and Technology upon publication in the *Pennsylvania Bulletin*.

(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 economics work, economic reasoning and basic economic concepts,

economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

(v) *Appendix.* The Pennsylvania Core Standards for Reading in History and Social Studies and the Pennsylvania Core Standards in Writing for History and Social Studies will be an appendix to the Commonwealth's academic standards for History upon publication in the *Pennsylvania Bulletin*.

(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.* Upon publication in the *Pennsylvania Bulletin*, 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 Core Standards for English Language Arts.

(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 ques-

tion in the context of the situation. Upon publication in the *Pennsylvania Bulletin*, 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 Core Standards for Mathematics.

(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. 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 and English Language Arts in Appendix A-2 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 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 (f) 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).

(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.

(j) The Department may not expand the collection of student data and, in accordance with section 444 of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1232g), regarding family educational and privacy rights, may not collect personal family data due to the implementation of Pennsylvania Core Standards in Appendix A-2.

§ 4.13. Strategic plans.

(a) Upon expiration of its current strategic planning phase, each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under § 49.17(a) (relating to continuing professional education). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

(b) Upon expiration of its current strategic planning phase, each school entity shall submit to the Department for approval an induction plan every 6 years as required under § 49.16(a) (relating to approval of induction plans). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

(c) Upon expiration of its current strategic planning phase, each school entity shall develop and implement a comprehensive and integrated K-12 program of student services based on the needs of its students every 6 years as provided in § 12.41(a) (relating to student services). A school entity shall make its student services plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board.

(d) Upon expiration of its current strategic planning phase, each school district shall develop, submit to the Department for approval and implement a special education plan every 3 years as required under § 14.104 (relating to special education plans). A school district shall make its special education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors and submission of the plan to the Department.

(e) Upon expiration of its current strategic planning phase, each school district shall develop and implement a gifted education plan every 6 years as required under § 16.4 (relating to strategic plans). A school district shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.

CURRICULUM AND INSTRUCTION

§ 4.20. Prekindergarten education.

School districts are not required to offer a prekindergarten program, and parents are not required to enroll their children in those programs if offered. Prekindergarten programs shall be designed so that students complete the program prior to their reaching the school district's entry age for kindergarten. The program, when offered, must provide a comprehensive program appropriate for the age and varying developmental levels of the students; be based on how young children develop and learn; include instruction to support each child's development in the areas of approaches to learning—creative expression, language and literacy, math, logic and science, social-personal development and physical development and health—and must be open to children with disabilities.

(1) The Secretary will provide academic standards, appropriate for early learning at the prekindergarten level, as guidance for the use of school districts that offer prekindergarten programs.

(2) Curriculum and instruction in the prekindergarten program must be standards-based.

(3) Prekindergarten programs may be offered to all 3 and 4 year olds or may be targeted to children who are most in need of prekindergarten services who reside in the district. Targeted programs may serve children who are at risk of school failure because of limited English proficiency, community factors, economic disadvantage, but may not exclude or be limited exclusively to children with disabilities. If a program is limited to an attendance area, children with disabilities must live in that attendance area to participate in the program. An attendance area is the geographic area within a school district designated by the school board for the purpose of assigning students to a school.

(4) The Secretary will issue guidance to school districts on developmentally appropriate curriculum, instruction and assessments for prekindergarten.

(5) Each school district that provides prekindergarten shall design an assessment system that includes prekindergarten and uses a variety of assessment strategies, which may include those listed in § 4.52(b) (relating to local assessment system), as appropriate.

(6) Prekindergarten programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20 students). Programs of high quality ordinarily have a student/teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students). Programs operating under contract with community providers must comply with staffing qualifications as required by § 49.85(e) (relating to limitations).

(7) Beginning in the 2009-2010 school year, a teacher aide in a prekindergarten program shall meet one of the following criteria:

(i) Completion of at least 2 years of postsecondary study.

(ii) Possession of an associate's degree or higher.

(iii) Ability to meet a rigorous standard of quality and demonstration through a formal State or local academic assessment of knowledge in and ability to assist in instructing reading, writing and mathematics. A rigorous standard of quality includes a demonstration of competence in basic literacy skills, including the ability to speak and write standard English and instruction of prekindergarten students in the acquisition of the knowledge, skills and abilities described in the early learning standards issued under paragraph (1).

(8) The Secretary may approve a meritorious prekindergarten program that does not meet all regulatory requirements for the program when, in the Secretary's judgment, the program provides high quality learning opportunities for students and meets the following conditions:

(i) The school district has submitted to the Secretary a written request that provides justification for the waiver and includes a description of how the meritorious program will provide high quality learning opportunities for students.

(ii) The approval of the meritorious prekindergarten program is valid only for 1 school year.

(iii) Requests for renewals include evidence of positive student outcomes.

(9) A school district may make individual exceptions to the age of prekindergarten students based upon local policy to permit the enrollment of children under 3 years of age and 5 years of age or older.

(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 submitted to the Department every 3 years or when the plan is amended, whichever is sooner. A school district shall make the implementation plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors and submission of the plan to the Department.

(11) School district contracted prekindergarten programs operated by a community provider shall provide a lead teacher for each classroom who meets the following minimum qualifications:

- (i) An associate's degree or greater in early childhood education or child development.
- (ii) For programs operating before December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85(a) on or before December 16, 2011.
- (iii) For programs contracted after December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85 within 5 years from the date students first attend the prekindergarten program.

§ 4.21. Elementary education: primary and intermediate levels.

(a) The primary program shall ordinarily be completed by children who are approximately 8 years of age. School districts, including charter schools, shall provide opportunities for individualized rates of learning and social and emotional development that reflect differing rates of development and learning styles of young children.

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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 any mission, goals and academic standards as determined by the school entity.

(j) Students who have not achieved proficiency in reading and mathematics during their primary grades (K-3), as determined by the school entity, shall be afforded additional instructional opportunities through a grade-level learning plan developed by the school entity. The plan will assist the student in acquiring the knowledge and skills necessary to achieve at the proficient level. Assessments to measure proficiency shall be described in the local assessment system under § 4.52 (relating to local assessment system).

(k) Students who have not achieved proficiency in reading and mathematics by the end of grade 5 as determined on State assessments under § 4.51a (relating to Pennsylvania System of School Assessment) shall be

afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.

§ 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.

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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 any additional academic standards as determined by the school entity.

§ 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 any additional academic standards as determined by the school entity.

§ 4.24. High school graduation requirements.

(a) *Approval.* High school graduation requirements and revisions to them shall be approved by a school entity's governing board by September 2, 2014, and a copy of the requirements shall be published and distributed to students, parents and guardians. Copies of the requirements also shall be available in each school building or on each school entity's publicly accessible web site. Changes to high school graduation requirements shall be published and distributed to students, parents and guardians and made available in each school building or on each school entity's publicly accessible web site immediately following approval by the governing board.

(b) *Requirements through the 2015-2016 school year.* Each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall specify requirements for graduation. Requirements through the 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 English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local 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.

(c) *Requirements beginning in the 2016-2017 school year.*

(1) *General.* Beginning in the 2016-2017 school year, each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall adopt and implement requirements for high school graduation that, at minimum, include:

- (i) Course completion and grades.
- (ii) Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment under § 4.51, § 4.51a or § 4.51b (relating to State assessment system; Pennsylvania System of School Assessment; and Keystone Exams).

(iii) Demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics (Appendix A-2); Science and Technology and Environment and Ecology (Appendix B), as determined through any one or a combination of the following:

(A) Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

(I) A school district, AVTS or charter school, including a cyber charter school, shall allow a student to take a Keystone Exam prior to taking the course associated with the exam's content provided that the student achieved a score of advanced on the most recent associated PSSA assessment administered to the student.

(II) A school district, AVTS or charter school, including a cyber charter school, shall allow a student who transfers from another state to take a Keystone Exam prior to taking the course associated with the exam's content, provided that the student achieved a score comparable to the PSSA's advanced performance level on a comparable assessment administered by another state.

(III) A school district, AVTS or charter school, including a cyber charter school, may allow a student who 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 assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(c) 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: English Language Arts (Literature and Composition); Mathematics (Algebra I), Science and Technology, Environment and Ecology (Biology), and Civics and Government.

(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 (g), 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, 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 until a new 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(f).

(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, AVTS or charter school, including a cyber charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

(C) Completion of an Advanced Placement exam or International Baccalaureate exam that 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.

(d) *Requirements beginning in the 2018-2019 school year.* Effective with the 2018-2019 school year, requirements in subsection (c)(1)(iii) must include a determination of proficiency in English Language Arts (Composition) (Appendix A-2).

(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 in subsection (c)(1)(iii). The requirements in subsection (c)(1)(iii) must include a determination of proficiency in Civics and Government.

(f) *Career and technical education program students.* A student enrolled in a Department-approved career and technical education program may satisfy the requirements of subsections (d) and (e) upon completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology, in which a student demonstrates proficiency on the associated Keystone Exam, validated local assessment or project-based assessment, and achieves a score of competent or advanced on a Pennsylvania State Skills Assessment required under § 4.31(a) (relating to vocational-technical education).

(g) *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, charter school (including cyber charter school) or AVTS, if applicable. This subsection applies if the special education program of a child with a disability does not otherwise meet the requirements of this chapter.

(h) *Demonstration of proficiency.* For purposes of this section, a student shall be deemed proficient in the State-assessed standards whenever the student demonstrates proficiency through any of the options in subsection (c)(1)(iii), regardless of the student's grade level or age.

(i) *Transcripts.* Beginning in the 2003-2004 school year, and through the 2012-2013 school year, PSSA scores in each assessed discipline shall be included on student transcripts. Beginning in the 2016-2017 school year, the performance level demonstrated in each of the academic standards in subsections (c)—(e) shall be included on student transcripts. The information presented on a transcript must include the highest performance level demonstrated by a student on the associated Keystone Exam, validated local assessment or project-based assessment at the time the transcript is produced.

(j) *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(f) and (g).

(k) *Supplemental instruction.* Beginning in the 2011-2012 school year, a student who does not demonstrate proficiency on a Keystone Exam or a locally validated assessment specified in subsection (c), (d) or (e) shall be offered supplemental instructional support by the student's school district, AVTS or charter school, including a cyber charter school. The supplemental instructional support must be consistent with the student's educational program and assist the student to attain proficiency in the State academic standards.

(l) *Out-of-state transfers.* A school district, AVTS or charter school, including a cyber charter school, shall determine whether a student who transfers from an out-of-State school having demonstrated proficiency in coursework and assessments aligned with the academic standards assessed by each Keystone Exam may satisfy the requirements of subsections (c)—(e) subject to guidance developed by the Secretary.

(m) *Transition.* To effect successful transition between requirements outlined in subsections (b) and (c) regarding requirements through the 2015-2016 school year and requirements beginning in the 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, a student who will graduate in the 2016-2017 school year or thereafter, who successfully completes courses with academic content assessed under subsection (c), (d) or (e), regarding requirements beginning in the 2016-2017 school year, 2018-2019 school year and 2019-2020 school year for which both the Keystone Exams and local validated assessments were not available at the time the course was completed, shall be deemed proficient for purposes of this section.

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 (relating to high school graduation requirements), including § 4.12(f) (relating to academic standards) and § 4.24(g) 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.

(e) The record of a student enrolled in a vocational-technical education program must include the student's educational and occupational objectives and the results of the assessment of student competencies under subsection (d).

(f) Safety education, consisting of safety practices, accident prevention, occupational health habits and environmental concerns shall be integrated into the instruction and practices in vocational-technical education programs.

(g) School districts and AVTSs administering vocational-technical education programs shall develop written policies regarding admissions. Course announcements, guidance materials and other communications must convey the philosophy of equal access to students considering enrolling in AVTSs and include a description of admissions policies. The policies must assure that when admissions to AVTSs must be limited, the admissions shall be on a nondiscriminatory basis.

§ 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, 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 advise the AVTS board and the administration concerning the educational program and policies of the school.

(c) An occupational advisory committee shall be established for each vocational-technical education program or cluster of related programs offered by a school district or AVTS. The committee shall be appointed by the board of directors, and a majority of the members of the committee shall be employees and employers in the occupation for which training is provided. The committee shall meet at least twice each year to advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters and to verify that the programs meet industry standards and, if appropriate, licensing board criteria and that they prepare students with occupation related competencies.

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 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.

(4) Provide information to the general public on school performance.

(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.

(6) Assess student proficiency in the Academic Standards for English Language Arts (Appendix A-2), Mathematics (Appendix A-2), Science and Technology and Environment and Ecology (Appendix B) and Civics and Government (Appendix C) for the purpose of determining, in part, a student's eligibility for high school graduation.

(b) The State assessment system must include PSSA assessments and Keystone Exams.

(c) Neither State assessments nor academic standards under § 4.12 may require students to hold or express particular attitudes, values or beliefs.

(d) The Department will make samples of State assessment questions, assessment formats and scoring guides available to the public after each administration of State assessments.

(e) To ensure that information regarding student performance is available to parents and teachers, State assessments developed under this section must include student names.

(f) Individual assessment 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.

(g) The Department and other Commonwealth entities are prohibited from collecting individual student test scores and may collect only aggregate test scores by school and district.

(h) The Board will authorize the expansion of the State assessment system through a revision of this chapter.

(1) The Board will not include National assessments as part of the State assessment system unless, upon consultation with teachers, counselors and parents representing students who have been identified under Chapter 14 (relating to special education services and programs), the Board determines the assessment is an appropriate means of assessing the academic progress of students identified under Chapter 14, or unless the General Assembly authorizes the use of a National assessment.

(2) Subject to paragraph (3), the Board will not, and the Department may not, be a governing state in any

consortium for the development of a National assessment for the purpose of utilization as part of the State assessment system.

(3) The Department may continue to participate in a consortium to develop an alternate assessment to measure the academic progress of students identified under Chapter 14.

(i) The Department will implement provisions for security of the State assessment system, including the following:

(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 district, AVTS or charter school, including a cyber charter school, shall be subject to disciplinary action under the Educator Discipline Act (24 P. S. §§ 2070.1a—2070.18c).

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

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

(j) The Secretary is authorized to establish guidelines for the administration of the State assessment system.

(k) The Secretary will report each September to the Board and the General Assembly information and pertinent data regarding the State assessment system. The Secretary also will provide each school entity information and pertinent data for the school entity and its students.

(l) 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 PSSA or Keystone Exams as determined by each child's individualized education program team under the Individuals with Disabilities Education Act and this part.

§ 4.51a. Pennsylvania System of School Assessment.

(a) All PSSA assessments administered in English Language Arts, Mathematics, and Science and Technology and Environment and Ecology 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. The criteria for judging performance on PSSA assessments are as follows:

(1) Performance on PSSA English Language Arts assessments shall be demonstrated by students' responses to comprehension questions about age-appropriate reading passages, 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 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.

(4) Performance levels 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.

(b) The Department will develop or cause to be developed PSSA assessments based on Pennsylvania Core Standards in Mathematics and English Language Arts under § 4.12 (relating to academic standards) and contained in Appendix A-2 and academic standards in Science and Technology and Environment and Ecology under § 4.12 and contained in Appendix B. In developing PSSA assessments, the Department will consult with educators, students, parents and citizens regarding the specific methods of assessment.

(c) The PSSA assessments shall be administered annually and include assessments of the State academic standards in Mathematics and English Language Arts at grades 3 through 8, and in Science and Technology and Environment and Ecology at grades 4 and 8.

§ 4.51b. Keystone Exams.

(a) The Department will develop or cause to be developed Keystone Exams as provided in this subsection. (This subsection is intended by the Board to be a continuation of § 4.51(f) (relating to State assessment system) as published at 40 Pa.B. 240 (January 9, 2010) and referenced in section 102 of the School Code (24 P. S. § 1-102).)

(1) Three assessments aligned with the Mathematics standards, contained in Appendix A-2, that assess the academic content traditionally included in Algebra I, Algebra II and Geometry courses.

(2) Two assessments aligned with select English Language Arts standards, contained in Appendix A-2 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.

(b) Keystone Exams shall be offered at least three times each year: once each in the fall, spring and summer.

(c) Keystone Exams shall be administered, reviewed and scored so that scores for candidates for graduation are provided to schools no later than 10 calendar days prior to graduation. A school district, AVTS or charter school, including a cyber charter school, may request the Department to 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.

(d) 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(k) (relating to high school graduation requirements) and subsection (f). There is not a limit on the number of times a student who did not score proficient on a Keystone Exam is permitted to retake the Keystone Exam or Keystone Exam module. A student who has achieved a score of proficient or advanced on a Keystone Exam is not permitted to retake the exam.

(e) 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.

(f) A student taking Keystone Exams, or Keystone Exam modules, who did not score proficient on a Keystone Exam, or Keystone Exam module, shall be provided supplemental instruction consistent with the student's educational program by the student's school district, AVTS or charter school, including a cyber charter school, until the student can demonstrate proficiency in the subject area or the student begins a project-based assessment provided in § 4.51c (relating to project-based assessment).

(g) Performance levels for 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.

(h) The Department will provide guidance to school 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.

(i) Beginning in the 2012-2013 school year, Keystone Exams in the following subjects will be developed by the Department and 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):

- Algebra I
- Literature
- Biology

(j) 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 will be developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assess-

ing 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

(1) 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.

(2) 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.

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

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

(l) The Department will seek to have the Keystone 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 Exams receive approval as the high school level accountability measure, school districts, 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.

(m) The 11th 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)).

(n) 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.

(o) The Department will establish a State Assessment Validation Advisory Committee (Committee). The Committee will advise the Department on its plans to conduct the validity study and review and provide feedback on its findings.

(p) The Department and the Committee will investigate the use of a certificate based on industry approved

standards and performance on an NOCTI exam as an alternative pathway to graduation and will make a report and recommendation to the Board by January 10, 2011.

§ 4.51c. Project-based assessment.

(a) The Department will develop a project-based assessment system that is aligned with the modules for the Keystone Exams in Literature, Algebra I, Biology, Composition, and Civics and Government for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module, or if § 4.4(d)(4) (relating to general policies) applies.

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

(c) 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 the following conditions:

(1) Has taken the course.

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

(3) Has participated in a satisfactory manner in supplemental instructional services consistent with the student's educational program provided by the school district, AVTS or charter school, including a cyber charter school, as provided under §§ 4.24(k) and 4.51b(f) (relating to high school graduation requirements; and Keystone Exams).

(d) 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 or module may qualify to participate in one or more project-based assessments if the student has met the following conditions:

(1) Has taken the course.

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

(3) Has participated in a satisfactory manner in supplemental instructional services consistent with the student's educational program provided by the school district, AVTS or charter school, including a cyber charter school, as provided under §§ 4.24(k) and 4.51b(f).

(e) A student to whom § 4.4(d)(4) applies may qualify to participate in one or more project-based assessments if the student has met the following conditions:

(1) Has taken the course.

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

(f) 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 that students achieve proficiency on the Keystone Exams in § 4.24.

(g) A student enrolled in a Department-approved career and technical education program who has not demonstrated proficiency on a Keystone Exam or Keystone

Exam module in Biology may qualify to participate in a project-based assessment in Biology if the student has met the following conditions:

- (1) Has taken the course.
- (2) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.

§ 4.51d. Waivers.

A chief school administrator, in his sole discretion, may waive the requirements in § 4.24 (relating to high school graduation requirements) on a case-by-case basis for good cause. Waivers may be granted for a student in grade 12 who was not successful in completing a project-based assessment as provided in § 4.51c (relating to project-based assessment), or to accommodate a student who experiences extenuating circumstances (including serious illness, death in immediate family, family emergency, frequent transfers in schools or transfer from an out-of-State school in grade 12).

(1) Prior to granting a waiver, a chief school administrator shall certify that the student meets the following criteria:

(i) 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) Has not demonstrated proficiency on a Keystone Exam or Keystone Exam module.

(iii) If the student is required to participate in supplemental instruction under § 4.24(k) and § 4.51b(f) (relating to Keystone Exams), has participated in a satisfactory manner in supplemental instructional services consistent with the student's educational program provided by the school district, AVTS or charter school, including a cyber charter school.

(iv) 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) If a chief school administrator is considering granting waivers for more than 10% of students in the graduating class of a school district, AVTS or charter school, including a cyber charter school, because the students were not successful in completing a project-based assessment as provided in § 4.51c, the chief school administrator shall submit an action plan for approval by the Secretary no later than 10 calendar days prior to graduation. The action plan must 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 granted.

(3) The chief school administrator of each school district, AVTS and charter school, including a cyber charter school, shall annually report to the Department the number of waivers granted to students in the most recent graduating class, and the Department will annually report to the Board the number of waivers granted by each school district, AVTS and charter school, including a cyber charter school.

(4) The waiver process described in this section does not confer an individual right on any student.

(5) The decision of a chief school administrator concerning a waiver request is not an adjudication.

(6) Disapproval of the action plan required under paragraph (2) does not confer an individual right on any student relative to a waiver determination made by a chief school administrator.

§ 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 (relating to academic standards). The school entity shall provide assistance to students not attaining academic standards at the proficient level or better.

(2) Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.

(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 6 years and implemented no later than 1 year after the approval date.

(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.

(d) Individual test information shall be maintained in a student's educational record in a manner consistent with section 444 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).

(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 school, including a cyber charter 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.

(f) The Department will establish a Local Assessment Validation Advisory Committee (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(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) The Secretary will prescribe procedures for reporting State assessment data to schools and communities.

(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.

**APPENDIX A-1
[Reserved]**

**APPENDIX A-2
Pennsylvania Core Standards for English Language Arts and Mathematics**

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

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

- Standard 1: *Foundational Skills* begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: *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 Core Standards:

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

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

Note: The Aligned Eligible Content is displayed with the standard statement. On the 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, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

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

***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

Reading Literature 1.3

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and 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

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
- Opinion/Argumentative

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

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

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

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

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

1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fluency	Intentionally Blank	CC.1.1.K.E Read emergent-reader text with purpose and understanding.	CC.1.1.1.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read on-level text orally with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	CC.1.1.2.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	CC.1.1.3.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	CC.1.1.4.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	CC.1.1.5.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details	CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	CC.1.2.1.A Identify the main idea and retell key details of text.	CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.	CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
					E03.B-K.1.1.2	E04.B-K.1.1.2	E05.B-K.1.1.2

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Key Ideas and Details Text Analysis	CC.1.2.PK.B Answer questions about a text.	CC.1.2.K.B With prompting and support, answer questions about key details in a text.	CC.1.2.1.B Ask and answer questions about key details in a text.	CC.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.	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1	CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1	Grade 5 CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1
Key Ideas and Details Text Analysis	CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences.	CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	CC.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. E03.B-K.1.1.3	CC.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. E04.B-K.1.1.3	CC.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. E05.B-K.1.1.3
Craft and Structure Point of View	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	CC.1.2.3.D Explain the point of view of the author. E03.B-C.2.1.1	CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1	CC.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. E05.B-C.2.1.1
Craft and Structure Text and Structure	CC.1.2.PK.E Identify the front cover, back cover, and title page of a book.	CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	CC.1.2.3.E Use text features and search tools to locate and interpret information. E03.B-C.2.1.2	CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2	CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Craft and Structure Vocabulary	CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	CC.1.2.K.F With prompting and support, ask questions about unknown words in a text.	CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2	CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2	CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2
	CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.	CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.	CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3	CC.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. E04.B-C.3.1.3	CC.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. E05.B-C.3.1.3
Integration of Knowledge and Ideas Diverse Media							

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Integration of Knowledge and Ideas Evaluating Arguments	<p>CC.1.2.PK.1 Intentionally Blank With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p>	<p>CC.1.2.K.1 With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p>	<p>CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic.</p>	<p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p>	<p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>E03.B-C.3.1.1</p>	<p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>E04.B-C.3.1.1</p>	<p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.</p> <p>E05.B-C.3.1.1</p>
Integration of Knowledge and Ideas Analysis Across Texts	<p>CC.1.2.PK.1 With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p>	<p>CC.1.2.K.1 With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p>	<p>CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic.</p>	<p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>E03.B-C.3.1.2</p>	<p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>E04.B-C.3.1.2</p>	<p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>E05.B-C.3.1.2</p>

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary Acquisition and Use	CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.	CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	CC.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.	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	CC.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	CC.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.	CC.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.
Vocabulary Acquisition and Use	CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.	CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	CC.1.2.3.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	CC.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. E04.B-V.4.1.1	CC.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. E05.B-V.4.1.1
Range of Reading	CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. E03.B-V.4.1.1	CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. E04.B-V.4.1.1	CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and 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 Theme	CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support.	CC.1.3.K.A With prompting and support, retell familiar stories including key details.	CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2	CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	CC.1.3.5.A 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. E05.A-K.1.1.2
Key Ideas and Details Text Analysis	CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).	CC.1.3.K.B Answer questions about key details in a text.	CC.1.3.1.B Ask and answer questions about key details in a text.	CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to responses. E03.A-K.1.1.1	CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1	CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1
Key Ideas and Details Literary Elements	CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3	CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and 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
Craft and Structure Point of View	CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.	CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	CC.1.3.1.D Identify who is telling the story at various points in a text.	CC.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.	CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1	CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	CC.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. E05.A-C.2.1.1
Craft and Structure Text Structure	CC.1.3.PK.E With prompting and support, recognize common types of text.	CC.1.3.K.E Recognize common types of text.	CC.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.	CC.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.	CC.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.	CC.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.	CC.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.
Craft and Structure Vocabulary	CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story.	CC.1.3.K.F Ask and answer questions about unknown words in a text.	CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2	CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2

<p>1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>CC.1.3.PK.G Describe pictures in books using details.</p>	<p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p>	<p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p>	<p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<p>CC.1.3.3.G 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).</p>	<p>CC.1.3.4.G 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.</p>	<p>CC.1.3.5.G 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).</p>	
<p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p>	<p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p>	<p>E03.A-C.3.1.1</p> <p>E04.A-C.3.1.1</p> <p>E05.A-C.3.1.1</p>
<p>Integration of Knowledge and Ideas Sources of Information</p>							
<p>Integration of Knowledge and Ideas Text Analysis</p>							

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and 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 Strategies	CC.1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud.	CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E03.A-V.4.1.1	CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E04.A-V.4.1.1	CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1
Vocabulary Acquisition and Use	CC.1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to.	CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	CC.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.	CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	CC.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	CC.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.	CC.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	CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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

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	CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.	CC.1.4.K.D Make logical connections between drawing and dictation/writing.	CC.1.4.1.D Group information and provide some sense of closure.	CC.1.4.2.D Group information and provide a concluding statement or section.	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4	CC.1.4.4.D 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. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	CC.1.4.5.D Group related information logically linking ideas within and across categories of words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6
Informative/Explanatory	Intentionally Blank	CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	CC.1.4.1.E Choose words and phrases for effect.	CC.1.4.2.E Choose words and phrases for effect.	CC.1.4.3.E Choose words and phrases for effect. E03.D.2.1.1	CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	CC.1.4.5.E Write with an awareness of style. <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length. E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.3 E05.E.1.1.4 E05.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
Intentionally Blank	CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> 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 	CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> 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.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4 	CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> 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
Intentionally Blank	CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	CC.1.4.1.G Write opinion pieces on familiar topics.	CC.1.4.2.G Write opinion pieces on familiar topics or texts.	CC.1.4.3.G Write opinion pieces on familiar topics or texts.	CC.1.4.4.G Write opinion pieces on topics or texts.	CC.1.4.5.G Write opinion pieces on topics or texts.
Intentionally Blank	CC.1.4.K.H Form an opinion by choosing between two given topics.	CC.1.4.1.H Form an opinion by choosing among given topics.	CC.1.4.2.H Identify the topic and state an opinion.	CC.1.4.3.H Introduce the topic and state an opinion on the topic. <ul style="list-style-type: none"> E03.C.1.1.1 	CC.1.4.4.H Introduce the topic and state an opinion on the topic. <ul style="list-style-type: none"> E04.C.1.1.1 E04.E.1.1.1 	CC.1.4.5.H Introduce the topic and state an opinion on the topic. <ul style="list-style-type: none"> E05.C.1.1.1 E05.E.1.1.1

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	CC.1.4.K.I Support the opinion with reasons.	CC.1.4.1.I Support the opinion with reasons related to the opinion.	CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	CC.1.4.3.I Support an opinion with reasons. E03.C.1.1.2	CC.1.4.4.I Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2
Intentionally Blank	CC.1.4.K.J Make logical connections between drawing and writing.	CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	CC.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. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	CC.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. E05.C.1.1.1 E05.C.1.1.3 E05.C.1.1.5 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6
Opinion/Argumentative Content						
Opinion/Argumentative 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.						
Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Intentionally Blank	Intentionally Blank	CC.1.4.1.K Use a variety of words and phrases.	CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. E03.D.1.1.9 E03.D.2.1.1	CC.1.4.4.K Choose words and phrases to convey ideas precisely. E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	CC.1.4.5.K Write with an awareness of style. <ul style="list-style-type: none"> Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5
Intentionally Blank	CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically. 	CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns. Consult reference material as needed. 	CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. 	CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, 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	CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, 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.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, 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
Opinion/Argumentative Style						
Opinion/Argumentative 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.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative	CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.	CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.PK.N Establish who and what the narrative will be about.	CC.1.4.K.N Establish who and what the narrative will be about.	CC.1.4.1.N Establish who and what the narrative will be about.	CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. E03C.1.3.1	CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1
Narrative Content	CC.1.4.PK.O With prompting and support describe experiences and events.	CC.1.4.K.O Describe experiences and events.	CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	CC.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. E03C.1.3.2	CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	CC.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 experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4

1.4	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>						
	<p>Grade Pre K CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.</p>	<p>Grade K CC.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.</p>	<p>Grade 1 CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p>	<p>Grade 2 CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>	<p>Grade 3 CC.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. E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4</p>	<p>Grade 4 CC.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. E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5</p>	<p>Grade 5 CC.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. E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5</p>
<p>Narrative</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>CC.1.4.1.Q Use a variety of words and phrases.</p>	<p>CC.1.4.2.Q Choose words and phrases for effect</p>	<p>CC.1.4.3.Q Choose words and phrases for effect. E03.D.2.1.1</p>	<p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4</p>	<p>CC.1.4.5.Q Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4</p>
<p>Narrative</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>CC.1.4.1.Q Use a variety of words and phrases.</p>	<p>CC.1.4.2.Q Choose words and phrases for effect</p>	<p>CC.1.4.3.Q Choose words and phrases for effect. E03.D.2.1.1</p>	<p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4</p>	<p>CC.1.4.5.Q Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4</p>

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>						
<p>Intentionally Blank</p>	<p>Grade Pre K</p>	<p>Grade K</p>	<p>Grade 1</p>	<p>Grade 2</p>	<p>Grade 3</p>	<p>Grade 4</p>	<p>Grade 5</p>
<p>Intentionally Blank</p>	<p>CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. </p>	<p>CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. </p>	<p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. </p>	<p>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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 E04.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</p>	<p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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</p>	
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>CC.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. E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5</p>	<p>CC.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. E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5</p>	<p>CC.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. E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6</p>	
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	
<p>Response to Literature</p>							

<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.</p>							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Production and Distribution of Writing	<p>CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>	<p>CC.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>CC.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>CC.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>CC.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>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>CC.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>
Technology and Publication	<p>Intentionally Blank</p>	<p>CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p>CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p>CC.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.</p>	<p>CC.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.</p>	<p>CC.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.</p>
Conducting Research	<p>CC.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.</p>	<p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>	<p>CC.1.4.1.V Participate in individual or shared research and writing projects.</p>	<p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p>	<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p>	<p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>						
<p>Credibility, Reliability, and Validity of Sources</p>	<p>Grade Pre K CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p>	<p>Grade K CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Grade 1 CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Grade 2 CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Grade 3 CC.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.</p>	<p>Grade 4 CC.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.</p>	<p>Grade 5 CC.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.</p>
<p>Range of Writing</p>	<p>Intentionally Blank</p>	<p>CC.1.4.K.X Write routinely over short time frames.</p>	<p>CC.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.</p>	<p>CC.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.</p>	<p>CC.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.</p>	<p>CC.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.</p>	<p>CC.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.</p>

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
Comprehension and Collaboration Collaborative Discussion	CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.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.	CC.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.	CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration Critical Listening	CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking questions and answering key details and requesting clarification if something is not understood.	CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration Evaluating Information	CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.	CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	CC.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.	CC.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.	CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

1.5	Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
		Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Presentation of Knowledge and Ideas	CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.	CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	CC.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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	CC.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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
	CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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 and Ideas	Intentionally Blank	Intentionally Blank	CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	CC.1.5.2.F Add drawings or other visual displays to presentations to clarify ideas, thoughts, and feelings.	CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an appropriate pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Conventions of Standard English	CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.	CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

**Pennsylvania 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, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students’ needs.

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

- Standard 1: *Foundational Skills* begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: *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 Core Standards:

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

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the

standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

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

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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, students 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

Reading Literature 1.3

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

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

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

***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

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Key Ideas and Details Main Idea	<p>CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.2</p>	<p>CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. E07.B-K.1.1.2</p>	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2</p>	<p>CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3</p>	<p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p>
	Key Ideas and Details	<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1</p>	<p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.B-K.1.1.1</p>	<p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1</p>	<p>CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</p>
Key Ideas and Details Text Analysis	<p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3</p>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3</p>	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3</p>	<p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>	<p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>
	Key Ideas and Details Text Analysis	<p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3</p>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3</p>	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3</p>	<p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>Craft and Structure Point of View</p>	<p>CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1</p>	<p>CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. E07.B-C.2.1.1</p>	<p>CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E08.B-C.2.1.1</p>	<p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6</p>	<p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>
<p>Craft and Structure Text Structure</p>	<p>CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2</p>	<p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text. E07.B-C.2.1.2</p>	<p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2</p>	<p>CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<p>Craft and Structure Vocabulary</p>	<p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3</p>	<p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3</p>	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4</p>	<p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>CC.1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. L.N.2.2.3</p>	<p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p>CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1</p>	<p>CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. E07.B-C.3.1.1</p>	<p>CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E08.B-C.3.1.1</p>	<p>CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>	<p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>
Integration of Knowledge and Ideas Diverse Media				
Integration of Knowledge and Ideas Evaluating Arguments				

<p>1.2</p>	<p>Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>				
<p>Integration of Knowledge and Ideas Analysis Across Texts</p>	<p>Grade 6</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text. E06.B-C.3.1.2</p>	<p>Grade 7</p> <p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic. E07.B-C.3.1.2</p>	<p>Grade 8</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. E08.B-C.3.1.2</p>	<p>Grades 9-10</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>Grades 11-12</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>
<p>Vocabulary Acquisition and Use</p>	<p>CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E07.B-V.4.1.1 E07.B-V.4.1.2</p>	<p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.B-V.4.1.1 E08.B-V.4.1.2</p>	<p>CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3</p>	<p>CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

1.2	Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Vocabulary Acquisition and Use	CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E06.B-V.4.1.1	CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E07.B-V.4.1.1	CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.B-V.4.1.1	CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4	CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
Range of Reading	CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Key Ideas and Details	CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.2	CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. E07.A-K.1.1.2	CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.2	CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	Grade 7	Grade 8	Grade 9-10
Key Ideas and Details Text Analysis	CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1	CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.1	CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.1.3.1 L.F.2.1.2
	CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-K.1.1.3	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3	CC.1.3.8.C 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. E08.A-K.1.1.3	CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4
Craft and Structure Point of View	CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text. E06.A-C.2.1.1	CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.1	CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1	CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
	CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. E06.A-C.2.1.2	CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning. E07.A-C.2.1.2	CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. E08.A-C.2.1.2	CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3
Craft and Structure Text and Structure				CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Craft and Structure Vocabulary	<p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1</p>	<p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>
Sources of Information Integration of Knowledge and Ideas	<p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p>	<p>CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p>	<p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p>	<p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
Integration of Knowledge and Ideas	<p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1</p>	<p>CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. E07.A-C.3.1.1</p>	<p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. E08.A-C.3.1.1</p>	<p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1</p>	<p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Vocabulary Acquisition and Use	<p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E06.A-V.4.1.1</p>	<p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E07.A-V.4.1.1</p>	<p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.A-V.4.1.1</p>	<p>CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p>CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
Vocabulary Acquisition and Use	<p>CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p>CC.1.3.9-10.J Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p>CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Range of Reading	<p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

<p>1.4</p> <p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>		<p>Grade 6</p> <p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.6.B Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1</p>	<p>Grade 7</p> <p>CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow. E07.C.1.2.1 E07.E.1.1.1</p>	<p>Grade 8</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p>	<p>Informative/Explanatory Focus</p> <p>Informative/Explanatory Content</p> <p>CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E06.C.1.2.2 E06.E.1.1.2</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E07.C.1.2.2 E07.E.1.1.2</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E08.C.1.2.2 E08.E.1.1.2</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.E.1.1.2</p> <p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>
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<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				
<p>Informative/Explanatory Organization</p>	<p>Grade 6</p> <p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p>Grade 7</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p>Grade 8</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>C.E.1.1.3 C.E.1.1.5</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>

<p>1.4</p> <p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Grade 6</p> <p>CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p>	<p>Grade 7</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <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>Grade 8</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and an objective tone while attending to the norms of the discipline in which they are writing. <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
<p>1.4</p> <p>Informative/Explanatory Style</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	Grades 9-10	Grades 11-12
Informative/Explanatory	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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.1.1.9 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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>CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling.</p>
Opinion/Argumentative	<p>CC.1.4.6.G Write arguments to support claims.</p>	<p>CC.1.4.7.G Write arguments to support claims.</p>	<p>CC.1.4.8.G Write arguments to support claims.</p>	<p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p>	<p>CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.</p>
Opinion/Argumentative Focus	<p>CC.1.4.6.H Introduce and state an opinion on a topic.</p> <p>E06.C.1.1.1 E06.E.1.1.1</p>	<p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>E07.C.1.1.1 E07.E.1.1.1</p>	<p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>E08.C.1.1.1 E08.E.1.1.1</p>	<p>CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise claim. <p>C.P.1.1.1</p>	<p>CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim.

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Grade 6</p> <p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2</p>	<p>Grade 7</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E07.C.1.1.2 E07.E.1.1.2</p>	<p>Grade 8</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E08.C.1.1.2 E08.E.1.1.2</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C.P.1.1.2 C.P.1.1.3</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
<p>Opinion/Argumentative</p>	<p>CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from and supports the argument presented. E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use phrases, clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p>	<p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				
<p>Opinion/Argumentative Style</p>	<p>Grade 6</p> <p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <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 E06.E.1.1.4 E06.E.1.1.5</p>	<p>Grade 7</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <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>Grade 8</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

<p>1.4</p> <p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Grade 6</p> <p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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>Grade 7</p> <p>CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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>Grade 8</p> <p>CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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>Grades 9-10</p> <p>CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p>Opinion/Argumentative</p>	<p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p>	<p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p>	<p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p>	<p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p>	<p>CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.</p>
<p>Narrative</p>	<p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>E06.C.1.3.1</p>	<p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E07.C.1.3.1</p>	<p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E08.C.1.3.1</p>	<p>CC.1.4.9-10.N 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.</p>	<p>CC.1.4.11-12.N 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.</p>

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				
<p>1.4</p>	<p>Grade 6</p> <p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E06.C.1.3.2 E06.C.1.3.4</p>	<p>Grade 7</p> <p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E07.C.1.3.2 E07.C.1.3.4</p>	<p>Grade 8</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E08.C.1.3.2 E08.C.1.3.4</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p>Grades 11-12</p> <p>CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>
<p>Narrative</p>	<p>CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5</p>	<p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5</p>	<p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5</p>	<p>CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

<p>1.4</p> <p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Grade 6</p> <p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. <p>E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4</p>	<p>Grade 7</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice. <p>E07.C.1.3.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5</p>	<p>Grade 8</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. <p>E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</p>	<p>Grades 9-10</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. 	<p>Grades 11-12</p> <p>CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<p>1.4</p> <p>Narrative Style</p>					

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				
<p>Grade 6</p>	<p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Grade 7</p>	<p>Grade 8</p>	<p>Grades 9-10</p>	<p>Grades 11-12</p>
<p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling.</p>	<p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>Grade 6</p>	<p>Grade 7</p>	<p>Grade 8</p>	<p>Grades 9-10</p>	<p>Grades 11-12</p>	<p>Grades 11-12</p>
<p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</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>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>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>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>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>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>Response to Literature</p>	<p>Response to Literature</p>	<p>Response to Literature</p>	<p>Response to Literature</p>	<p>Response to Literature</p>	<p>Response to Literature</p>

<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.</p>	<p>Grade 6 CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Grade 7 CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Grade 8 CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Grades 9-10 CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Grades 11-12 CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Production and Distribution of Writing</p>	<p>CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>
<p>Technology and Publication</p>	<p>CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question) and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Conducting Research</p>					

<p>1.4</p>	<p>Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Credibility, Reliability, and Validity of Sources</p>	<p>Grade 6 CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Grade 7 CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Grade 8 CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Grades 9-10 CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Grades 11-12 CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>Range of Writing</p>		<p>CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CC.1.4.7.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

<p>1.5</p> <p>Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<p>Grade 6</p> <p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Grade 7</p> <p>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Grade 8</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Grades 9-10</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Grades 11-12</p> <p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
	<p>CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>	<p>CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>
	<p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.</p>
	<p>Comprehension and Collaboration</p>	<p>Critical Listening</p>	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>
	<p>Comprehension and Collaboration</p>	<p>Critical Listening</p>	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>
	<p>Comprehension and Collaboration</p>	<p>Critical Listening</p>	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>

<p>1.5</p> <p>Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<p>Grade 6</p> <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grade 7</p> <p>CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grade 8</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>	<p>Grades 9-10</p> <p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>	<p>Grades 11-12</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
	<p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p>	<p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p>	<p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>	<p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p>	<p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>
	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>

<p>1.5</p> <p>Speaking and Listening</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<p>Grade 6</p> <p>CC.1.5.6.F</p> <p>Include multimedia components and visual displays in presentations to clarify information.</p>	<p>Grade 7</p> <p>CC.1.5.7.F</p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Grade 8</p> <p>CC.1.5.8.F</p> <p>Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	<p>Grades 9-10</p> <p>CC.1.5.9-10.F</p> <p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>Grades 11-12</p> <p>CC.1.5.11-12.F</p> <p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>
	<p>Grade 6</p> <p>CC.1.5.6.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>	<p>Grade 7</p> <p>CC.1.5.7.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>	<p>Grade 8</p> <p>CC.1.5.8.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p>Grades 9-10</p> <p>CC.1.5.9-10.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.</p>	<p>Grades 11-12</p> <p>CC.1.5.11-12.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>
	<p>Integration of Knowledge and Ideas</p>				
	<p>Conventions of Standard English</p>				

**Pennsylvania Core Standards for Mathematics
Grades PreK—High School**

INTRODUCTION

The Pennsylvania 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 Core Standards for Mathematical 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.

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

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, which provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals*, 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 mathematical ways of thinking to real world issues and challenges*.

The PA Core Standards for Mathematics detail four standard areas: *Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability*. These standard areas are reflective of the reporting categories in the PA 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.

Mathematical Standards: Development and Progression												
Standards for Mathematical Practice												
2.1 Numbers and Operations	PreK	K	1	2	3	4	5	6	7	8	HS	
		(A) Counting & Cardinality		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.							(F) Number and Quantity	
				(B) Numbers and Operations in Base Ten							(D) Ratios and Proportional Relationships	(E) The Number System
2.2 Algebraic Concepts			(A) Operations and Algebraic Thinking							(C) Numbers and Operations—Fractions	(B) Expressions and Equations	(D) Algebra
2.3 Geometry			(A) Geometry							(C) Functions		
2.4 Measurement, Data, and Probability			(A) Measurement and Data							(B) Statistics and Probability		

2.1 Numbers and Operations					
The Standards of Mathematical Practices					
<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>		Grade 1 2.1.1	Grade 2 2.1.2
Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 3 2.1.3	Grade 4 2.1.4	Grade 5 2.1.5	
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:					
CC.2.1.PreK.A.1 Know number names and the count sequence.	CC.2.1.K.A.1 Know number names and write and recite the count sequence.	<i>Intentionally Blank</i>		<i>Intentionally Blank</i>	
CC.2.1.PreK.A.2 Count to tell the number of objects.	CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.	<i>Intentionally Blank</i>		<i>Intentionally Blank</i>	
CC.2.1.PreK.A.3 Compare numbers.	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	<i>Intentionally Blank</i>		<i>Intentionally Blank</i>	
(A) Counting & Cardinality					

2.1 Numbers and Operations					
The Standards of Mathematical Practices					
Grade PreK 2.1.PreK		Grade K 2.1.K		Grade 1 2.1.1	
Grade 2 2.1.2		Grade 3 2.1.3		Grade 4 2.1.4	
Grade 5 2.1.5					
<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>					
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>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	CC.2.1.2.B.1 Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.	CC.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	CC.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	CC.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>	CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.	CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count to 1000.	<i>Intentionally Blank</i>	CC.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	CC.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
<i>Intentionally Blank</i>	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.	CC.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>

(B) Numbers & Operations in Base Ten

The Standards of Mathematical Practices					
2.1 Numbers and Operations					
<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>	Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3
	Grade 4 2.1.4	Grade 5 2.1.5			
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:					
<p>CC.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</p>	<p>CC.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</p>	<p>CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions. M05.A-F.1.1.1</p>			
<p>CC.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</p>	<p>CC.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</p>				
<p>CC.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</p>	<i>Intentionally Blank</i>				

(C) Numbers & Operations—Fractions

2.2 Algebraic Concepts						
The Standards of Mathematical Practices						
<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>		Grade 1 2.2.1	Grade 2 2.2.2	Grade 3 2.2.3	Grade 4 2.2.4	Grade 5 2.2.5
		<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>				
CC.2.2.PreK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. M03.B-O.1.1.1 M03.B-O.1.1.2 M03.B-O.1.2.1 M03.B-O.1.2.2	CC.2.2.4.A.1 Represent and solve problems involving the four operations. M04.B-O.1.1.1 M04.B-O.1.1.2 M04.B-O.1.1.3 M04.B-O.1.1.4	CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. M05.B-O.1.1.1 M05.B-O.1.1.2
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. M03.B-O.2.1.1 M03.B-O.2.1.2 M03.B-O.2.2.1	CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. M04.B-O.2.1.1	<i>Intentionally Blank</i>
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	CC.2.2.4.A.3 Generate and analyze patterns using one rule. M04.B-O.3.1.1 M04.B-O.3.1.2 M04.B-O.3.1.3	CC.2.2.5.A.4 Analyze patterns and relationships using two rules. M05.B-O.2.1.1 M05.B-O.2.1.2	
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. M03.B-O.3.1.1 M03.B-O.3.1.2 M03.B-O.3.1.3 M03.B-O.3.1.4 M03.B-O.3.1.5 M03.B-O.3.1.6 M03.B-O.3.1.7	<i>Intentionally Blank</i>	

(A) Operations and Algebraic Thinking

The Standards of Mathematical Practices						
Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.						
Grade PreK 2.3.PreK	Grade K 2.3.K	Grade 1 2.3.1	Grade 2 2.3.2	Grade 3 2.3.3	Grade 4 2.3.4	Grade 5 2.3.5
2.3 Geometry						
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.						
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:						
CC.2.3.PreK.A.1 Identify and describe shapes.	CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.	CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. M03.C-G.1.1.1 M03.C-G.1.1.2	CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. M04.C-G.1.1.1	CC.2.3.5.A.1 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
CC.2.3.PreK.A.2 Analyze, compare, create, and compose shapes.	CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.	CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	CC.2.3.3.A.2 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	C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. M04.C-G.1.1.2	CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties. M05.C-G.2.1.1
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. M04.C-G.1.1.3	<i>Intentionally Blank</i>

(A) Geometry

2.4 Measurement, Data, and Probability						
The Standards of Mathematical Practices						
<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>		Grade 5 2.4.5	Grade 4 2.4.4	
				Grade 3 2.4.3	Grade 2 2.4.2	Grade 1 2.4.1
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:						
<p>CC.2.4.PreK.A.1 Describe and compare measurable attributes of length and weight of everyday objects.</p>	<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p>	<p>CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.</p>	<p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length. M03.D-M.1.1.2.1 M03.D-M.1.1.2.2 M03.D-M.1.1.2.3</p>	<p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. M04.D-M.1.1.1.1 M04.D-M.1.1.1.2 M04.D-M.1.1.1.3 M04.D-M.1.1.1.4</p>	<p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. M05.D-M.1.1.1.1</p>
<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p>	<p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p>	<p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. M03.D-M.1.1.1.1 M03.D-M.1.1.1.2</p>	<p>CC.2.4.4.A.2 Translate information from one type of data display to another. M04.D-M.2.1.3</p>	<p>CC.2.4.5.A.2 Represent and interpret data using appropriate scale. M05.D-M.2.1.2</p>
<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p>	<p>CC.2.4.3.A.3 Solve problems and make change 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</p>	<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>

(A) Measurement and Data

2.4 Measurement, Data, and Probability						
The Standards of Mathematical Practices						
<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>						
Grade PreK 2.4.PreK	Grade K 2.4.K	Grade 1 2.4.1	Grade 2 2.4.2	Grade 3 2.4.3	Grade 4 2.4.4	Grade 5 2.4.5
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:						
<p>CC.2.4.PreK.A.4 Classify objects and count the number of objects in each category.</p>	<p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>	<p>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</p>	<p>CC.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</p>	<p>CC.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</p>	<p>CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot. M05.D-M.2.1.1</p>
<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p>CC.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</p>	<p><i>Intentionally Blank</i></p>	<p>CC.2.4.5.A.5 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</p>
<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p><i>Intentionally Blank</i></p>	<p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>	<p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. M03.D-M.4.1.1</p>	<p>CC.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</p>	<p><i>Intentionally Blank</i></p>

(A) Measurement and Data

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		
<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>					
(D) Ratios & Proportional Relationships	CC.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	CC.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>	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4 CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A1.1.1.2.1 CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2 CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2	
	CC.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	CC.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	CC.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 A1.1.1.1.1 A1.1.1.1.2	(F) Number and Quantity	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2 CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. A2.1.1.1.1, A2.1.1.1.2, A2.1.1.2.1, A2.1.1.2.2 CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4
	CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. M06.A-N.2.1.1	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>		
CC.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 A1.1.1.2.1	<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.		
2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School	
<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>				
CC.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	<i>Intentionally Blank</i>	CC.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 A1.1.1.1.1		

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) Expressions and Equations	<p>CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>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</p>	<p>CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.</p> <p>M07.B-E.1.1.1</p>	<p>CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.</p> <p>M08.B-E.1.1.1 M08.B-E.1.1.2 M08.B-E.1.1.3 M08.B-E.1.1.4 A1.1.1.3.1</p>	(D) Algebra
	<p>CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.</p> <p>M06.B-E.2.1.1 M06.B-E.2.1.2 M06.B-E.2.1.3 M06.B-E.2.1.4</p>	<p><i>Intentionally Blank</i></p>	<p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>M08.B-E.2.1.1 M08.B-E.2.1.2 M08.B-E.2.1.3 A1.2.1.2.2</p>	
<p>CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4, A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs. A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.5 Use polynomial identities to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p> <p>CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p> <p>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4</p> <p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2</p>				

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
<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>				
(B) Expressions and Equations	CC.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	CC.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 A1.1.1.4.1	CC.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 M08.B-E.3.1.5 A1.1.2.1.1 A1.1.2.2.1 A1.1.2.2.2	(D) Algebra
			CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. A1.1.1.4.1, A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2 CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4	

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	
<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>				
(C) Functions	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.8.C.1 Define, evaluate, and compare functions. M08.B-F.1.1.1 M08.B-F.1.1.2 M08.B-F.1.1.3 A1.1.2.1.1 A1.2.1.1.2 A1.2.1.2.1 A1.2.1.2.2	CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5 CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.1, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4 CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4 CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions. A1.2.1.2.1, A1.2.1.2.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1 CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1 CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. A1.2.1.2.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.2.1, A2.1.3.1.3, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1 CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions. CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs. CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios. G.1.3.2.1, G.2.1.1.1, G.2.1.1.2
			(C) Functions	

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:				
(A) Geometry	<p>CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3 M06.C-G.1.1.4 M06.C-G.1.1.5 M06.C-G.1.1.6</p>	<p>CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.</p> <p>M07.C-G.2.1.1 M07.C-G.2.1.2 M07.C-G.2.2.1 M07.C-G.2.2.2</p>	<p>CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.</p> <p>M08.C-G.3.1.1 G.2.3.1.2</p>	<p>CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane. G.1.3.1.1, G.1.3.1.2</p> <p>CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2</p> <p>CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures. G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5</p> <p>CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.</p> <p>CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures. G.1.3.1.1, G.1.3.1.2</p> <p>CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures. G.1.3.1.1, G.1.3.1.2, G.1.3.2.1</p> <p>CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles. G.2.1.1.1, G.2.1.1.2</p> <p>CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1</p> <p>CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5, G.2.2.3.1</p>
	<i>Intentionally Blank</i>	<p>CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.</p> <p>M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4</p>	<p>CC.2.3.8.A.2 Understand and apply congruence, similarity, and geometric transformations using various tools.</p> <p>M08.C-G.1.1.1 M08.C-G.1.1.2 M08.C-G.1.1.3 M08.C-G.1.1.4 G.1.2.1.1 G.1.2.1.4 G.2.2.1.1</p>	

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
<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>				
(A) Geometry	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.3.8.A.3 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 G.2.1.1.1 G.2.1.2.1	CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section. A2.2.1.1.4, A2.2.2.1.1 CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically. G.2.1.2.1, G.2.1.2.2, G.2.1.2.3 CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems. G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.2.3.2.1 C.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3
			(A) Geometry	

2.4 Measurement, Data, 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) Statistics and Probability	CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. M06.D-S.1.1.1 M06.D-S.1.1.2 M06.D-S.1.1.3 M06.D-S.1.1.4	CC.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	CC.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 A1.2.2.2.1	(B) Statistics and Probability
	<i>Intentionally Blank</i>	CC.2.4.7.B.2 Draw informal comparative inferences about two populations. M07.D-S.2.1.1	CC.2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies. M08.D-S.1.2.1	
	<i>Intentionally Blank</i>	CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models. M07.D-S.3.1.1 M07.D-S.3.2.1 M07.D-S.3.2.2 M07.D-S.3.2.3 A1.2.3.3.1	<i>Intentionally Blank</i>	
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.2.1, A2.2.1.1.1, A2.2.3.1.1, A2.2.3.1.2 CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. A1.2.2.2.1, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.1.1, A2.2.3.1.2 CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies. A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data. A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3				

Key Terms for this Document

Standards for Mathematical Contents—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 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 (example: 1/20).

Bivariate Data—The data involves two variables and is usually represented as a scatter plot.

Rule—A single operation (examples: add 5, multiply by 2).

APPENDIX B

Academic Standards for Science and Technology and Environment and Ecology
Grades 6-12

VII. TABLE OF CONTENTS

Introduction VIII.

THE ACADEMIC STANDARDS

Unifying Themes 3.1.

A. Systems

B. Models

C. Patterns

D. Scale

E. Change

Inquiry and Design 3.2.

A. Nature of Scientific Knowledge

B. Process Knowledge

C. Scientific Method

D. Problem Solving in Technology

Biological Sciences 3.3.

A. Living Forms

B. Structure and Function

C. Inheritance

D. Evolution

Physical Science, Chemistry and Physics 3.4.

A. Matter

B. Energy

C. Forces and Motion

D. Astronomy

Earth Sciences 3.5.

A. Land Forms and Processes

B. Resources

C. Meteorology

D. Hydrology and Oceanography

Reading

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
- Range and Level of Complex Texts

Technology Education 3.6.

A. Biotechnology

B. Information Technology

C. Physical Technologies (Construction, Manufacturing, and Transportation)

Writing

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

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Technological Devices 3.7.

A. Tools

B. Instruments

C. Computer Operations

D. Computer Software

E. Computer Communication Systems

Science, Technology and Human Endeavors 3.8.

A. Constraints

B. Meeting Human Needs

C. Consequences and Impacts

GlossaryIX.

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3.5. Earth Sciences			
3.5.4. GRADE 4	3.5.7. GRADE 7	3.5.10. GRADE 10	3.5.12. GRADE 12
<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>			
Refer to Environment and Ecology Standards Categories 4.1, 4.3, 4.8 for standards that deal with environmental impact of Earth structures and forces.			

**Pennsylvania Core Standards for Reading in Science and Technology
Grades 6-12**

INTRODUCTION

These standards describe what students in the science classroom should know and be able to do with the English language in reading, grade 6 through 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.

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 English Language Arts Standards for Science and Technical Subjects 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.

3.5 Reading Informational Text Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	GRADE 6-8	GRADE 9-10	GRADE 11-12
	CC.3.5.6-8.A. Cite specific textual evidence to support analysis of science and technical texts.	CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	CC.3.5.11-12.A. 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.
	CC.3.5.6-8.B. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	CC.3.5.9-10.B. 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.	CC.3.5.11-12.B. 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.
	CC.3.5.6-8.C. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	CC.3.5.9-10.C. 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.	CC.3.5.11-12.C. 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.
Key Ideas and Details			

<p>3.5</p>	<p>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.</p>	<p>GRADE 6-8</p> <p>CC.3.5.6-8.D. 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>.</p> <p>CC.3.5.6-8.E. 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.</p> <p>CC.3.5.6-8.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>CC.3.5.6-8.G. 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).</p> <p>CC.3.5.6-8.H. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>CC.3.5.6-8.I. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>CC.3.5.6-8.J. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>GRADE 9-10</p> <p>CC.3.5.9-10.D. 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>.</p> <p>CC.3.5.9-10.E. 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>).</p> <p>CC.3.5.9-10.F. 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.</p> <p>CC.3.5.9-10.G. 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.</p> <p>CC.3.5.9-10.H. 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.</p> <p>CC.3.5.9-10.I. 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.</p> <p>CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>GRADE 11-12</p> <p>CC.3.5.11-12.D. 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>.</p> <p>CC.3.5.11-12.E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>CC.3.5.11-12.F. 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.</p> <p>CC.3.5.11-12.G. 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.</p> <p>CC.3.5.11-12.H. 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.</p> <p>CC.3.5.11-12.I. 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.</p> <p>CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>
<p>3.5</p>	<p>Integration of Knowledge and Ideas</p>	<p>Integration of Knowledge and Ideas</p>	<p>Integration of Knowledge and Ideas</p>	
<p>3.5</p>	<p>Range and Level of Complex Texts</p>	<p>Range and Level of Complex Texts</p>	<p>Range and Level of Complex Texts</p>	

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3.6. Technology Education			
3.6.4. GRADE 4	3.6.7. GRADE 7	3.6.10. GRADE 10	3.6.12. GRADE 12
<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>			
<ul style="list-style-type: none"> Identify waste and pollution resulting from a manufacturing enterprise. Explain and demonstrate the concept of manufacturing (e.g., assemble a set of papers or ball point pens sequentially, mass produce an object). Identify transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting. Identify and experiment with simple machines used in transportation systems. Explain how improved transportation systems have changed society. 	<ul style="list-style-type: none"> Explain the relationships among the basic resources needed in the production process for a specific manufactured object. Explain the difference between design engineering and production engineering processes. Analyze manufacturing steps that affect waste and pollutants. Explain transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting. Identify and explain the workings of several mechanical power systems. Model and explain examples of vehicular propulsion, control, guidance, structure and suspension systems. Explain the limitations of land, marine, air and space transportation systems. 	<ul style="list-style-type: none"> Apply concepts of design engineering in the organization and application of a manufacturing activity. Apply the concepts of manufacturing by redesigning an enterprise to improve productivity or reduce or eliminate waste and/or pollution. Evaluate the interrelationship of various transportation systems in the community. Analyze the impacts that transportation systems have on a community. 	<ul style="list-style-type: none"> Assess the importance of capital on specific construction applications. Analyze the positive and negative qualities of several different types of materials as they would relate to specific construction applications. Analyze transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting. Analyze the concepts of vehicular propulsion, guidance, control, suspension and structural systems while designing and producing specific complex transportation systems.

**Pennsylvania Core Standards for Writing in
Science and Technology
Grades 6-12**

INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in writing, grade 6 through 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.

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 Writing standards.

The English Language Arts Standards for History and Social Studies 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.

<p>3.6</p> <p>Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>GRADES 6-8</p> <p>CC.3.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. <p>GRADES 9-10</p> <p>CC.3.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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 or supports the argument presented. <p>GRADES 11-12</p> <p>CC.3.6.11-12.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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 or supports the argument presented.
<p>Text Types and Purposes</p>	

<p>3.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>GRADES 6-8</p>	<p>CC.3.6.8.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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. 	<p>GRADES 9-10</p> <p>CC.3.6.9-10.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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). 	<p>GRADES 11-12</p> <p>CC.3.6.11-12.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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).
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<p>3.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>GRADES 6-8 CC.3.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.3.6.6-8.D. 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 addressing what is on how well purpose and audience have been addressed. CC.3.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>GRADES 9-10 CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.3.6.9-10.D. 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.</p>	<p>GRADES 11-12 CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.3.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.11-12.E. 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.</p>
<p>Production and Distribution of Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>CC.3.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.3.6.6-8.G. 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.</p>	<p>CC.3.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.3.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.3.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.3.6.11-12.G. 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. CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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* 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.

APPENDIX C

Academic Standards for Civics and Government and Economics and Geography and History

Academic Standards for History

XXII. TABLE OF CONTENTS

Introduction XXIII.

THE ACADEMIC STANDARDS

Historical Analysis and Skills Development8.1.

A. Chronological Thinking

B. Historical Comprehension

C. Historical Interpretation

D. Historical Research

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A. Contributions of Individuals and Groups

B. Documents, Artifacts and Historical Places

C. Influences of Continuity and Change

D. Conflict and Cooperation Among Groups

United States History8.3.

A. Contributions of Individuals and Groups

B. Documents, Artifacts and Historical Places

C. Influences of Continuity and Change

D. Conflict and Cooperation Among Groups

World History8.4.

A. Contributions of Individuals and Groups

B. Documents, Artifacts and Historical Places

- C. Influences of Continuity and Change
- D. Conflict and Cooperation Among Groups
- Reading** 8.5
 - Students read, understand, and respond to informational text in the content area—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
 - Range and Level of Complex Texts
- Writing** 8.6
 - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

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8.4. World History			
8.4.3. GRADE 3	8.4.6. GRADE 6	8.4.9. GRADE 9	8.4.12. GRADE 12
<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 analyze cultural, economic, geographic, political and social relations to . . .</i>			
Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15th century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.			

**Pennsylvania Core Standards for Reading in
History and Social Studies
Grades 6-12**

INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in reading, grade 6 through 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.

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 English Language Arts Standards for History and Social Studies 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.

8.5 Key Ideas and Details	GRADE 6-8	GRADE 9-10	GRADE 11-12
	<p>CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.B. 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.</p> <p>CC.8.5.6-8.C. 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).</p>	<p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B. 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.</p> <p>CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>CC.8.5.11-12.A. 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.</p> <p>CC.8.5.11-12.B. 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.</p> <p>CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
	<p>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.</p>		

8.5	Reading Informational Text Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.		
	GRADE 6-8	GRADE 9-10	GRADE 11-12
Craft and Structure	<p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CC.8.5.6-8.F. 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).</p> <p>CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>CC.8.5.9-10.D. 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 science.</p> <p>CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC.8.5.9-10.F. 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.</p> <p>CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>CC.8.5.11-12.D. 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 faction in Federalist No. 10).</p> <p>CC.8.5.11-12.E. 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.</p> <p>CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.G. 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.</p> <p>CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>
Integration of Knowledge and Ideas			
Range and Level of Complex Texts			

**Pennsylvania Core Standards for Writing in History and Social Studies
Grades 6-12**

INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in writing, grade 6 through 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.

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 Writing standards.

The English Language Arts Standards for History and Social Studies 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.

<p>8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>GRADES 6-8</p>	<p>CC.8.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>GRADES 9-10</p>	<p>CC.8.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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 or supports the argument presented. 	<p>GRADES 11-12</p> <p>CC.8.6.11-12.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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 or supports the argument presented.
<p>Text Types and Purposes</p>					

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<p>Production and Distribution of Writing</p>	<p>Research to Build and Present Knowledge</p>	

<p>8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>GRADES 6-8</p>	<p>GRADES 9-10</p>	<p>GRADES 11-12</p>
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<p>Range of Writing</p>			

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Title 34—LABOR AND INDUSTRY Title 37—LAW

DEPARTMENT OF LABOR AND INDUSTRY STATE POLICE

[34 PA. CODE CHS. 14 AND 14a]

[37 PA. CODE CHS. 11 AND 13]

Transfer of Regulations

The Department of Labor and Industry and the State Police jointly submit this notice for the purpose of renumbering certain existing regulations. This renumbering has been made necessary by section 4(b) of the Combustible and Flammable Liquids Act (act) (35 P. S. § 1244(b)).

Among other things, the act deemed 37 Pa. Code Chapters 11 and 13 (relating to flammable and combustible liquids; preliminary provisions; and storage and use of flammable and combustible liquids) regulations of the Department of Labor and Industry.

Therefore, in recognition of section 4(b) of the act, the Department of Labor and Industry and State Police hereby request the Legislative Reference Bureau to transfer 37 Pa. Code Chapters 11 and 13 to 34 Pa. Code Chapters 14 and 14a as follows:

TITLE 34. LABOR AND INDUSTRY

PART I. Department of Labor and Industry
Chapter 14. Flammable and Combustible Liquids; Preliminary Provisions
Chapter 14a. Storage and Use of Flammable and Combustible Liquids

TITLE 37. LAW

PART I. State Police
Chapter 11. [Reserved and Renumbered]
Chapter 13. [Reserved and Renumbered]

TABLE OF REGULATIONS TO BE TRANSFERRED

The following chapters are transferred from Title 37 to Title 34:

<i>Former Pa. Code Reference</i>	<i>New Pa. Code Reference</i>
Title 37, Chapter 11	Title 34, Chapter 14
Title 37, Chapter 13	Title 34, Chapter 14a

COLONEL FRANK NOONAN,
Commissioner

JULIA K. HEARTHWAY,
Secretary

[Pa.B. Doc. No. 14-435. Filed for public inspection February 28, 2014, 9:00 a.m.]

Title 40—LIQUOR

LIQUOR CONTROL BOARD

[40 PA. CODE CH. 11]

Sale by Limited Winery Licensees

The Liquor Control Board (Board), under the authority of section 207(i) of the Liquor Code (47 P. S. § 2-207(i)), amends § 11.111 (relating to sale by limited winery licensees).

Summary

The final-form rulemaking amends § 11.111 by deleting the prohibition on limited wineries selling a specific code of wine listed for sale by the Board as a stock item at a price lower than that charged by the Board.

The act of July 31, 1968 (P. L. 902, No. 272) first authorized the Board to issue licenses to limited wineries. License holders could produce no more than 50,000 gallons of wine per year and could sell their wines directly to the Board, licensees and the general public. In 1982, the Board amended § 11.111(a)(10) to prohibit a limited winery from selling a specific code of wine which is listed for sale as a stock item by the Board at a price which was lower than that charged by the Board. This final-form rulemaking deletes former § 11.111(a)(10) to allow licensed limited wineries to sell a specific code of wine at a price which is lower than the Board's price for the same code. This final-form rulemaking will benefit licensed limited wineries who may be able to sell their wines at lower prices than the Board.

Response to Comments

On December 4, 2013, the Independent Regulatory Review Commission (IRRC) notified the Board, House Liquor Control Committee and the Senate Law and Justice Committee that it did not have objections, comments or recommendations to offer on the proposed rulemaking.

Affected Parties

Approximately 262 limited wineries licensed by the Board, of which 226 are currently active, will have increased pricing flexibility as a result of this final-form rulemaking. A licensee will not be required to take action due to this final-form rulemaking.

Paperwork Requirements

The Board does not anticipate that this final-form rulemaking will affect the amount of paperwork or administrative costs of the regulated community.

Fiscal Impact

The Board does not anticipate that this final-form rulemaking will have adverse fiscal impact on the regulated community since licensed limited wineries will have increased pricing flexibility. A licensee will not be required to take any action due to this change.

This final-form rulemaking is not expected to have a substantial, adverse fiscal impact on State and local governments, although there may be a nominal fiscal impact on Board revenues if increased licensed limited winery sales lead to reduced sales by the Board.

Effective Date

This final-form rulemaking will become effective upon publication in the *Pennsylvania Bulletin*.

Contact Person

Questions regarding this final-form should be addressed to Norina Blynn, Assistant Counsel, or Rodrigo Diaz, Executive Deputy Chief Counsel, Office of Chief Counsel, Liquor Control Board, Room 401, Northwest Office Building, Harrisburg, PA 17124-0001.

Regulatory Review

Under section 5(a) of the Regulatory Review Act (71 P. S. § 745.5(a)), on September 24, 2013, the Board submitted a copy of the notice of proposed rulemaking, published at 43 Pa.B. 5826 (October 5, 2013), to IRRC

and the Chairpersons of the House Liquor Control Committee and the Senate Law and Justice Committee for review and comment.

Under section 5(c) of the Regulatory Review Act, IRRC and the House and Senate Committees were provided with copies of the comments received during the public comment period, as well as other documents when requested. In preparing the final-form rulemaking, the Board considered all comments from IRRC, the Chairpersons of the House and the Senate Committees and the public.

Under section 5.1(j.2) of the Regulatory Review Act (71 P. S. § 745.5a(j.2)), on January 15, 2014, the final-form rulemaking was deemed approved by the House and Senate Committees. Under section 5(g) of the Regulatory Review Act, the final-form rulemaking was deemed approved by IRRC effective January 16, 2014.

Findings

The Board finds that:

(1) Public notice of intention to adopt the administrative amendments adopted by this order has been given under sections 201 and 202 of the act of July 31, 1968 (P. L. 769, No. 240) (45 P. S. §§ 1201 and 1202) and the regulations thereunder, 1 Pa. Code §§ 7.1 and 7.2.

(2) The amendments to the Board's regulations in the manner provided in this order are necessary and appropriate for the administration of the Liquor Code.

Order

The Board, acting under authorizing statute, orders that:

(a) The regulations of the Board, 40 Pa. Code Chapter 11, are amended by amending § 11.111 to read as set forth at 43 Pa.B. 5826.

(b) The Board shall certify this order and 43 Pa.B. 5826 and deposit them with the Legislative Reference Bureau as required by law.

(c) This order shall become effective upon publication in the *Pennsylvania Bulletin*.

JOSEPH E. BRION,
Chairperson

(Editor's Note: For the text of the order of the Independent Regulatory Review Commission relating to this document, see 44 Pa.B. 751 (February 1, 2014).)

Fiscal Note: Fiscal Note 54-76 remains valid for the final adoption of the subject regulation.

[Pa.B. Doc. No. 14-436. Filed for public inspection February 28, 2014, 9:00 a.m.]

Title 58—RECREATION

PENNSYLVANIA GAMING CONTROL BOARD

[58 PA. CODE CHS. 581 AND 591]

Double Attack Blackjack; Double Back Jack; Temporary Regulations

The Pennsylvania Gaming Control Board (Board), under its general authority in 4 Pa.C.S. § 13A03(b) (relating to temporary table game regulations) and the specific authority in 4 Pa.C.S. § 13A02(1) and (2) (relating to

regulatory authority), deletes Chapter 581 and adds Chapter 591 (relating to Double Back Jack) to read as set forth in Annex A.

Purpose of the Temporary Rulemaking

This temporary rulemaking deletes Chapter 581 and adds a new banked game, Double Back Jack, to the complement of games that are authorized for play in this Commonwealth. Double Back Jack is a variation on standard Blackjack in which players may buy back in if the player busts by going over 21. Player Blackjack will pay out at odds of 2 to 1 and the dealer will be required to stand on a soft 17.

Explanation of Chapter 581

Temporary Chapter 581 was recently transitioned into a permanent chapter at 44 Pa.B. 619 (February 1, 2014). This temporary chapter is being deleted as redundant.

Explanation of Chapter 591

Section 591.1 (relating to definitions) contains the definitions for terms used in Double Back Jack. Section 591.2 (relating to Double Back Jack table; card reader device; physical characteristics; inspections) contains the requirements pertaining to the table layouts and other equipment used in the play of the game.

Section 591.3 (relating to cards; number of decks; value of cards) addresses the number of decks that are used in Double Back Jack and the frequency with which the decks are to be changed. Sections 591.4 and 591.5 (relating to opening of the table for gaming; and shuffle and cut of the cards) set forth the procedures for the inspection, shuffling and cutting of the cards before they are dealt.

Section 591.6 (relating to wagers) specifies which wagers are authorized for use at the game and when those wagers are to be placed.

Section 591.7 (relating to procedure for dealing the cards; completion of each round of play) specifies how the cards are to be dealt to each player and the dealer, how the dealer is to evaluate whether a patron's hand is a winning hand and the procedures for collecting cards, collecting losing wagers and paying out winning wagers.

Sections 591.8—591.11 specify when the Insurance Wager is to be offered and how it is settled and when patrons can split pairs, double down or surrender their hand.

Section 591.12 (relating to payout odds) addresses the payout odds for permissible wagers and § 591.13 (relating to irregularities) specifies how irregularities in the play of the game are to be handled.

Affected Parties

This temporary rulemaking will allow certificate holders additional options on how to conduct table games at their licensed facilities.

Fiscal Impact

Commonwealth. The Board does not expect that this temporary rulemaking will have fiscal impact on the Board or other Commonwealth agencies. Internal control procedures submitted by certificate holders related to table games Rules Submissions will be reviewed by existing Board staff.

Political subdivisions. This temporary rulemaking will not have direct fiscal impact on political subdivisions of this Commonwealth. Host municipalities and counties

benefit from the local share funding that is mandated by the act of January 7, 2010 (P. L. 1, No. 1) (Act 1).

Private sector. This temporary rulemaking will give certificate holders some additional flexibility as to how they conduct table games. It is anticipated that this temporary rulemaking will have an impact only on certificate holders, which are not small businesses.

General public. This temporary rulemaking will not have direct fiscal impact on the general public.

Paperwork Requirements

If a certificate holder elects to offer new games for play at the licensed facility, the certificate holder will be required to submit an updated Rules Submission form and gaming guide reflecting the changes.

Effective Date

This temporary rulemaking will become effective upon publication in the *Pennsylvania Bulletin*.

Public Comments

While this temporary rulemaking will be effective upon publication, the Board is seeking comments from the public and affected parties as to how these temporary regulations might be improved. Interested persons are invited to submit written comments, suggestions or objections regarding this temporary rulemaking within 30 days after the date of publication in the *Pennsylvania Bulletin* to Susan A. Yocum, Assistant Chief Counsel, Pennsylvania Gaming Control Board, P. O. Box 69060, Harrisburg, PA 17106-9060, Attention: Public Comment on Regulation #125-181.

Contact Person

The contact person for questions about this temporary rulemaking is Susan Yocum, Assistant Chief Counsel, (717) 346-8300.

Regulatory Review

Under 4 Pa.C.S. § 13A03(b), the Board's authority to adopt temporary regulations governing the rules of new table games does not expire. Additionally, temporary regulations adopted by the Board are not subject to sections 201—205 of the act of July 31, 1968 (P. L. 769, No. 240) (45 P. S. §§ 1201—1205), known as the Commonwealth Documents Law (CDL), the Regulatory Review Act (71 P. S. §§ 745.1—745.12) and sections 204(b) and 301(10) of the Commonwealth Attorneys Act (71 P. S. §§ 732-204(b) and 732-301(10)). These temporary regulations expire 2 years after publication in the *Pennsylvania Bulletin*.

Findings

The Board finds that:

(1) Under 4 Pa.C.S. § 13A03(b), the temporary regulations are exempt from the requirements of the Regulatory Review Act, sections 201—205 of the CDL and sections 204(b) and 301(10) of the Commonwealth Attorneys Act.

(2) The adoption of the temporary regulations is necessary and appropriate for the administration and enforcement of 4 Pa.C.S. Part II (relating to gaming).

Order

The Board, acting under 4 Pa.C.S. Part II, orders that:

(1) The regulations of the Board, 58 Pa. Code, are amended by deleting §§ 581.1—581.14 and adding §§ 591.1—591.13 to read as set forth in Annex A.

(2) The temporary regulation is effective March 1, 2014.

(3) The temporary regulation will be posted on the Board's web site and published in the *Pennsylvania Bulletin*.

(4) The temporary regulations are subject to amendment as deemed necessary by the Board.

(5) The Chairperson of the Board shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

WILLIAM H. RYAN, Jr.,
Chairperson

Fiscal Note: 125-181. No fiscal impact; (8) recommends adoption.

Annex A

TITLE 58. RECREATION

PART VII. GAMING CONTROL BOARD

Subpart K. TABLE GAMES

CHAPTER 581. (Reserved)

§§ 581.1—581.14. (Reserved).

CHAPTER 591. DOUBLE BACK JACK

Sec.	Definitions.
591.1.	Double Back Jack table; card reader device; physical characteristics; inspections.
591.2.	Cards; number of decks; value of cards.
591.3.	Opening of the table for gaming.
591.4.	Shuffle and cut of the cards.
591.5.	Wagers.
591.6.	Procedure for dealing the cards; completion of each round of play.
591.7.	Insurance Wager.
591.8.	Surrender.
591.9.	Double down.
591.10.	Splitting pairs.
591.11.	Payout odds.
591.12.	Irregularities.
591.13.	

§ 591.1. Definitions.

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

Blackjack—An ace and any card having a value of 10 dealt as the initial two cards to a player or the dealer.

Bust—The total point count of a hand that is greater than 21.

Card reader device—A device which permits the dealer to determine if the hole card will give the dealer a Blackjack.

Hard total—The total point count of a hand which contains no aces or which contains aces that are each counted as 1 in value.

Hole card—The second card dealt face down to the dealer.

Soft total—The total point count of a hand containing an ace when the ace is counted as 11 in value.

§ 591.2. Double Back Jack table; card reader device; physical characteristics; inspections.

(a) Double Back Jack shall be played at a table having betting positions for no more than six players on one side of the table and a place for the dealer on the opposite side of the table.

(b) The layout for a Double Back Jack table shall be submitted to the Bureau of Gaming Operations and approved in accordance with § 601a.10(a) (relating to approval of table game layouts, signage and equipment) and contain, at a minimum:

- (1) The name or logo of the certificate holder.
- (2) A separate betting area designated for the placement of the Blackjack Wager for each player.
- (3) A separate betting area designated for the placement of the Second Chance Wager for each player.
- (4) The following inscriptions or other similar language approved by the Executive Director in accordance with § 601a.10(a):
 - (i) Blackjack and Insurance pays 2 to 1.
 - (ii) Dealer shall draw to 16 and stand on all 17s.
 - (iii) Blackjack Wagers will push if the dealer's hand has a total point count of 22, player 21 pays right away, Second Chance pays even money.

(5) Inscriptions that advise patrons of the payout odds or amounts for all permissible wagers offered by the certificate holder. If the payout odds or amounts are not inscribed on the layout, a sign identifying the payout odds or amounts for all permissible wagers shall be posted at each Double Back Jack table.

(c) Each Double Back Jack table must have a drop box and a tip box attached on the same side of the table as, but on opposite sides of, the dealer, as approved by the Bureau of Casino Compliance in accordance with § 601a.10(g). The Bureau of Casino Compliance may approve an alternative location for the tip box when a card shuffling device or other table game equipment prevents the placement of the drop box and tip box on the same side of the gaming table as, but on opposite sides of, the dealer.

(d) Each Double Back Jack table must have a card reader device attached to the top of the dealer's side of the table. The floorperson assigned to the Double Back Jack table shall inspect the card reader device at the beginning of each gaming day to ensure that there has been no tampering with the device and that it is in proper working order.

(e) Each Double Back Jack table must have a discard rack securely attached to the top of the dealer's side of the table. The height of each discard rack must either:

(1) Equal the height of the cards, stacked one on top of the other, in the total number of decks that are to be used in the dealing shoe at that table.

(2) Be taller than the height of the total number of decks being used if the discard rack has a distinct and clearly visible mark on its side to show the exact height for a stack of cards equal to the total number of cards in the number of decks to be used in the dealing shoe at that table.

§ 591.3. Cards; number of decks; value of cards.

(a) Except as provided in subsections (b) and (c), Double Back Jack shall be played with at least one deck of cards that are identical in appearance and at least one cover card.

(b) If an automated card shuffling device is utilized, other than a continuous shuffler, Double Back Jack shall be played with at least two decks of cards in accordance with the following requirements:

(1) The cards shall be separated into two batches with an equal number of decks included in each batch.

(2) The cards in each batch must be of the same design but the backs of the cards in one batch must be of a different color than the cards in the other batch.

(3) One batch of cards shall be shuffled and stored in the automated card shuffling device while the other batch is being used to play the game.

(4) Both batches of cards shall be continuously alternated in and out of play, with each batch being used for every other dealing shoe.

(5) The cards from only one batch shall be placed in the discard rack at any given time.

(c) The decks of cards opened for use at a Double Back Jack table shall be changed at least once every 24 hours.

(d) The value of the cards shall be as follows:

(1) Any card from 2 to 10 shall have its face value.

(2) Any jack, queen or king shall have a value of 10.

(3) An ace shall have a value of 11 unless that value would give a player or the dealer a score in excess of 21, in which case the ace shall have a value of 1.

§ 591.4. Opening of the table for gaming.

(a) After receiving one or more decks of cards at the table, the dealer shall inspect the cards for any defects. The floorperson assigned to the table shall verify the inspection.

(b) After the cards are inspected, the cards shall be spread out face up on the table for visual inspection by the first player to arrive at the table. The cards shall be spread in horizontal fan shaped columns by deck according to suit and in sequence.

(c) After the first player arriving at the table has been afforded an opportunity to visually inspect the cards, the cards shall be turned face down on the table, mixed thoroughly by a washing of the cards and stacked. Once the cards have been stacked, the cards shall be shuffled in accordance with § 591.5 (relating to shuffle and cut of the cards).

(d) If an automated shuffling device is utilized, other than a continuous shuffler, all the decks in one batch of cards shall be spread for inspection, mixed, stacked and shuffled in accordance with subsections (a)—(c) separate from the decks in the other batch of cards.

(e) If the decks of cards received at the table are preinspected and reshuffled in accordance with § 603a.16(u) or (v) (relating to cards; receipt, storage, inspection and removal from use), subsections (a)—(d) do not apply.

§ 591.5. Shuffle and cut of the cards.

(a) Immediately prior to commencement of play, unless the cards were reshuffled in accordance with § 603a.16(u) or (v) (relating to cards; receipt, storage, inspection and removal from use), after each shoe of cards is dealt or when directed by a floorperson or above, the dealer shall shuffle the cards, either manually or by use of an automated card shuffling device, so that the cards are randomly intermixed. Upon completion of the shuffle, the dealer or device shall place the decks of cards in a single stack. The certificate holder may use an automated card shuffling device which, upon completion of the shuffling of the cards, inserts the stack of cards directly into a dealing shoe.

(b) After the cards have been shuffled and stacked, the dealer shall offer the stack of cards to be cut, with the backs facing away from the dealer, to the player determined under subsection (c). If no player accepts the cut, the dealer shall cut the cards.

(c) The cut of the cards shall be offered to players in the following order:

(1) The first player arriving at the table, if the game is just beginning.

(2) The player on whose betting area the cover card appeared during the last round of play.

(3) If the cover card appeared on the dealer's hand during the last round of play, the player at the farthest position to the right of the dealer. If this player refuses, the offer to cut the cards shall rotate to each player in a counterclockwise manner.

(4) If the reshuffle was initiated at the direction of the floorperson or above, the player at the farthest position to the right of the dealer. If this player refuses, the offer to cut the cards shall rotate to each player in a counterclockwise manner.

(d) The player or dealer making the cut shall place the cover card in the stack at least ten cards from the top or bottom of the stack. Once the cover card has been inserted, the dealer shall take all cards on top of the cover card and place them on the bottom of the stack. The dealer shall then insert the cover card in the stack at a position at least 1/4 of the way in from the bottom of the stack. The stack of cards shall then be inserted into the dealing shoe for commencement of play.

(e) After the cards have been cut and before the cards have been placed in the dealing shoe, a floorperson or above may require the cards to be recut if the floorperson determines that the cut was performed improperly or in any way that might affect the integrity or fairness of the game. If a recut is required, the cards shall be recut either by the player who last cut the cards or by the next person entitled to cut the cards, as determined under subsection (c). The stack of cards shall then be inserted into the dealing shoe for commencement of play.

(f) A reshuffle of the cards in the shoe shall take place after the cover card is reached in the shoe, as provided in § 591.7(d) (relating to procedure for dealing the cards; completion of each round of play), except that a floorperson may determine that the cards should be reshuffled after any round of play.

(g) If there is no gaming activity at a Double Back Jack table which is open for gaming, the cards shall be removed from the dealing shoe and the discard rack and spread out on the table face down unless a player requests that the cards be spread face up on the table. After the first player arriving at the table is afforded an opportunity to visually inspect the cards shall be:

(1) Mixed thoroughly by a washing of the cards, stacked, then shuffled and cut in accordance with this section, if there is no automated shuffling device in use.

(2) Stacked and placed into the automated shuffling device to be shuffled, if an automated shuffling device is in use. The batch of cards already in the shuffler shall then be removed. Unless a player requests otherwise, the batch of cards removed from the shuffler does not need to be spread for inspection and reshuffled prior to being dealt if the automated card shuffling device stores a single batch of shuffled cards inside the shuffler in a secure manner.

(h) A certificate holder may utilize a dealing shoe or other device that automatically reshuffles and counts the cards provided that the device is submitted to the Bureau of Gaming Laboratory Operations and approved in accordance with § 461a.4 (relating to submission for testing

and approval) prior to its use in the licensed facility. If a certificate holder is utilizing the approved device, subsections (b)—(g) do not apply.

§ 591.6. Wagers.

(a) Wagers at Double Back Jack shall be made by placing value chips, plaques or other Board-approved table game wagering instruments on the appropriate areas of the Double Back Jack layout.

(b) After the cards have been shuffled as required under § 591.5 (relating to shuffle and cut of the cards), a certificate holder may prohibit any patron, whether seated at the gaming table or not, who does not make a wager on a given round of play from placing a wager on the next round of play and any subsequent round of play at that gaming table until either:

(1) The certificate holder chooses to permit the player to begin wagering again.

(2) A reshuffle of the cards has occurred.

(c) All wagers, except a Second Chance Wager under § 591.7(l) (relating to procedure for dealing the cards; completion of each round of play), an Insurance Wager under § 591.8 (relating to Insurance Wager), a wager to double down under § 591.10 (relating to double down) or a wager on split pairs under § 591.11 (relating to splitting pairs), shall be placed prior to the first card being dealt for each round of play. A player may not handle, remove or alter any wagers that have been made until a decision has been rendered and implemented with respect to that wager.

(d) To participate in a round of play and compete against the dealer's hand, a player shall place a Blackjack Wager.

(e) The certificate holder shall specify in its Rules Submission under § 601a.2 (relating to table games Rules Submissions) the number of adjacent boxes on which a player may place a Blackjack Wager in one round of play.

§ 591.7. Procedure for dealing the cards; completion of each round of play.

(a) All cards shall be dealt from a dealing shoe which must be located on the table in a location approved by the Bureau of Casino Compliance in accordance with § 601a.10(g) (relating to approval of table game layouts, signage and equipment). Once the procedures under § 591.5 (relating to shuffle and cut of the cards) have been completed, the stacked cards shall be placed in the dealing shoe by the dealer or by an automated card shuffling device.

(b) Each card shall be removed from the dealing shoe with the hand of the dealer that is closest to the dealing shoe and placed on the appropriate area of the layout with the opposite hand. The dealer may deal cards to the two betting positions closest to the dealing shoe with the same hand.

(c) After each full batch of cards is placed in the shoe, the dealer shall remove the first card and place it in the discard rack. Each new dealer who comes to the table shall also remove one card and place it in the discard rack before dealing any cards to the players.

(d) If the cover card appears as the first card in the dealing shoe at the beginning of a round of play or appears during play, the cover card shall be removed and placed to the side and the hand will be completed. The dealer shall then:

(1) Collect and reshuffle the cards by removing the cards remaining in the shoe and placing them in the discard rack to ensure that no cards are missing.

(2) Shuffle the cards so that they are randomly inter-mixed.

(e) After all Blackjack Wagers have been placed, the dealer shall, starting with the player farthest to the dealer's left and continuing around the table in a clockwise manner, deal the cards as follows:

(1) One card face up to each box on the layout in which a Blackjack Wager is contained.

(2) One card face up to the dealer.

(3) A second card face up to each box in which a wager is contained.

(4) A second card face down to the dealer.

(f) Immediately after the second card is dealt to each player and the dealer, but prior to any additional cards being dealt or before any card reader device is utilized, if any player has a Blackjack, the dealer shall settle the player's Blackjack Wager. Starting with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction, the dealer shall pay the winning Blackjack Wager in accordance with § 591.12(a) (relating to payout odds) and place the player's cards in the discard rack.

(g) After paying out any winning Blackjack Wagers in accordance with subsection (f), if the dealer's first card is an ace, the dealer shall offer the Insurance Wager in accordance with § 591.8 (relating to Insurance Wager).

(h) If the dealer's first card is an ace, king, queen, jack or ten, after all Insurance Wagers have been placed, if applicable, the dealer shall determine whether the hole card will give the dealer a Blackjack. The dealer shall insert the hole card into the card reader device by moving the card face down on the layout without exposing it to anyone at the table, including the dealer. If the dealer has a Blackjack, additional cards may not be dealt and each player's Blackjack Wager will be collected.

(i) If the dealer's up card was not an ace or 10 value card or if the dealer's hole card did not give the dealer Blackjack, the dealer shall start with the player farthest to the dealer's left and continue around the table in a clockwise direction and each player shall indicate whether he wishes to surrender, as permitted under § 591.9 (relating to surrender), double down as permitted under § 591.10 (relating to double down), split pairs as permitted under § 591.11 (relating to splitting pairs), stand or draw additional cards.

(j) As each player indicates his decision, the dealer shall deal face upwards whatever additional cards are necessary to effectuate the player's decision.

(k) A player may elect to draw additional cards whenever his point count total is less than 21, except that:

(1) A player having a hard or soft total of 21 may not draw additional cards.

(2) A player electing to double down may draw only one additional card.

(l) After drawing additional cards in accordance with subsection (k), if the player's hand is greater than 21, the dealer shall ask if the player would like to place a Second Chance Wager to draw one additional card, the value of which will be subtracted from the player's hand. To draw an additional card, the player shall place a Second Chance Wager equal to the amount of the player's current

Blackjack Wager. The dealer shall deal one additional card face up and place it sideways on the layout. The value of the second chance card shall be subtracted from the total value of the player's hand. For example, if a player elects to place a Second Chance Wager when the player's hand has a total value of 25 after all additional cards are dealt in accordance with subsection (k), and the player receives a second chance card with a value of 5, the 5 shall be subtracted from the player's hand making the total value of the player's hand a 20. For purposes of the Second Chance Wager, an additional ace drawn is counted as a 1. After drawing the additional second chance card, if the player's hand has a total value:

(1) Greater than 21, the dealer shall collect the player's Blackjack and Second Chance Wagers and place the player's cards in the discard rack.

(2) Of 21, the dealer shall pay the player's winning Second Chance Wager in accordance with § 591.12(b), return the player's Blackjack Wager and place the player's cards in the discard rack.

(3) Less than 21, the round of play shall continue in accordance with subsection (n).

(m) If a player did not place a Second Chance Wager, after all additional cards have been dealt, if any player's hand has a total value of 21, the dealer shall pay the player's winning Blackjack Wager in accordance with § 591.12(a) and place the player's cards in the discard rack.

(n) After settling any player's hand who had a total value of 21, the dealer shall turn the dealer's hole card face up.

(o) Except as provided in subsection (p), the dealer shall draw additional cards until he has a hard or soft total of 17, 18, 19, 20 or 21. Any additional cards required to be dealt to the hand of the dealer shall be dealt face up. The dealer shall announce the dealer's total point count after each additional card is dealt.

(p) A dealer shall draw no additional cards to his hand, regardless of the point count, if decisions have been made on all players' hands and the point count of the dealer's hand will not have an effect on the outcome of the round of play.

(q) After all additional cards have been dealt to the dealer, if the total point count of the dealer's hand:

(1) Is 22, the dealer shall return all remaining player's Blackjack Wagers and Second Chance Wagers, if applicable.

(2) Is 21 or less, the dealer shall, starting with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction, settle the remaining player's hands in accordance with subsections (r) and (s).

(r) In comparing the total point count of the dealer's hand versus the total point count of the player's hand, a player's hand shall:

(1) Win if:

(i) The total point count of the player's hand is less than 21 and the total point count of the dealer's hand is in excess of 21.

(ii) The total point count of the player's hand exceeds the total point count of the dealer's hand without exceeding 21.

(2) Tie if the total point count of the player's hand is the same as the total point count of the dealer's hand.

(3) Lose if:

(i) The total point count of the dealer's hand is 21 or less and the total point count of the player's hand is in excess of 21.

(ii) The total point count of the dealer's hand exceeds the total point count of the player's hand without exceeding 21.

(s) If a player's hand:

(1) Is a winning hand, in accordance with subsection (r), and the player:

(i) Placed a Second Chance Wager, the dealer shall return the player's Blackjack Wager and pay out the winning Second Chance Wager in accordance with § 591.12(b).

(ii) Did not place a Second Chance Wager, the dealer shall pay out the winning Blackjack Wager in accordance with § 591.12(a).

(2) Ties with the dealer's hand, the dealer shall return the player's Blackjack Wager and Second Chance Wager, if applicable.

(3) Loses against the dealer's hand, the dealer shall collect the player's Blackjack Wager and Second Chance Wager, if applicable.

(t) The dealer shall collect all losing wagers and pay off all winning wagers in accordance with one of the following procedures designated in the certificate holder's Rules Submission under § 601a.2 (relating to table games Rules Submissions):

(1) Collect all losing wagers beginning with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction and then pay off all winning wagers.

(2) Collect each player's losing wagers and pay off each player's winning wagers beginning with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction. The dealer shall place any losing wagers directly into the table inventory and may not pay off any player's winning wagers by using value chips collected from a losing wager.

(u) After all wagers have been settled, the dealer shall remove any remaining cards from the table and place them in the discard rack in a manner that permits the reconstruction of each hand in the event of a question or dispute.

(v) Players and spectators may not handle, remove or alter any cards used to play Double Back Jack.

§ 591.8. Insurance Wager.

(a) If the first card dealt to the dealer is an ace, each player may make an Insurance Wager which shall win if the dealer's hole card is a king, queen, jack or 10.

(b) An Insurance Wager may be made by placing a value chip on the insurance line of the layout in an amount not more than 1/2 of the player's initial Blackjack Wager. A player may wager an amount in excess of 1/2 of the initial Blackjack Wager to the next unit that can be wagered in chips, when, because of the limitation of the value of chip denominations, half the initial Blackjack Wager cannot be bet. Insurance Wagers shall be placed prior to the dealer inserting his hole card into the card reader device.

(c) Winning Insurance Wagers shall be paid in accordance with the payout odds in § 591.12(c) (relating to payout odds).

(d) Losing Insurance Wagers shall be collected by the dealer immediately after the dealer inserts his hole card into the card reader device and determines that he does not have a Blackjack and before he draws any additional cards.

§ 591.9. Surrender.

(a) After the first two cards are dealt to the player, the player may elect to discontinue play on his hand for that round by surrendering 1/2 of his wager. All decisions to surrender shall be made prior to the player indicating whether he wishes to double down as permitted under § 591.10 (relating to double down), split pairs as permitted under § 591.11 (relating to splitting pairs), stand or draw. If the first card dealt to the dealer:

(1) Is not an ace or 10 value card, the dealer shall immediately collect 1/2 of the wager and return 1/2 to the player.

(2) Is an ace or 10 value card, the dealer will place the player's wager on top of the player's cards. After the Insurance Wager is offered and the card reader device is utilized, the hand will be settled by immediately collecting the entire wager if the dealer has Blackjack or collecting 1/2 of the wager and returning 1/2 of the wager to the player if the dealer does not have Blackjack.

(b) If the player has made an Insurance Wager and then elects to surrender, each wager will be settled separately in accordance with subsection (a) and § 591.8 (relating to Insurance Wager).

§ 591.10. Double down.

(a) Except when a player has a Blackjack, a player may elect to double down on the first two cards dealt to him or the first two cards of any split pair. To double down, the player shall place an additional wager next to the player's original Blackjack Wager which may not exceed the amount of the player's original Blackjack Wager. Only one additional card shall be dealt to the hand on which the player has elected to double down.

(b) Upon a player's election to double down, the dealer shall deal the one additional card face up and place it sideways on the layout.

(c) A player may double down after splitting pairs as provided in § 591.11 (relating to splitting pairs).

§ 591.11. Splitting pairs.

(a) If the initial two cards dealt to a player are identical in value, the player may elect to split the hand into a maximum of two separate hands provided that he makes a wager on the second hand formed in an amount equal to his original Blackjack Wager. For example, if a player has two 7s or a king and a 10, the player may elect to split the hand.

(b) When a player splits pairs, the dealer shall deal a card to and complete the player's decisions with respect to the first incomplete hand on the dealer's left before proceeding to deal any cards to the second hand. If a player's hand contains an ace and a 10 value card after the player's hand is split and an additional card is dealt, the player shall be paid out for a 21 not a Blackjack.

(c) After a second card is dealt to each split pair hand, the player shall indicate his decision to stand, draw or double down with respect that hand.

§ 591.12. Payout odds.

(a) The certificate holder shall pay each winning Blackjack Wager at odds of 1 to 1 with the exception of a player Blackjack which shall be paid at odds of 2 to 1.

(b) The certificate holder shall pay out winning Second Chance Wagers at odds of 1 to 1.

(c) The certificate holder shall pay out winning Insurance Wagers at odds of 2 to 1.

§ 591.13. Irregularities.

(a) A card found face up in the shoe may not be used in that round of play and shall be placed in the discard rack or in a segregated area of the double shoe.

(b) A card drawn in error without its face being exposed shall be used as though it were the next card from the shoe.

(c) After the initial two cards have been dealt to each player and a card is drawn in error and exposed to the players, the card shall be dealt to the players or dealer as though it were the next card from the shoe. Any player refusing to accept the card may not have any additional cards dealt to him during the round. If the card is refused by the players and the dealer cannot use the card, the card shall be placed in the discard rack.

(d) If the dealer has 17 and accidentally draws a card for himself, the card shall be placed in the discard rack.

(e) If the dealer misses dealing his first or second card to himself, the dealer shall continue dealing the first two cards to each player and then deal the appropriate number of cards to himself.

(f) If there are insufficient cards remaining in the shoe to complete a round of play, all of the cards in the discard rack shall be shuffled and cut according to the procedures in § 591.5 (relating to shuffle and cut of the cards). The first card shall be drawn face down and placed in the discard rack and the dealer shall complete the round of play.

(g) If no cards are dealt to a player's hand, the hand is dead and the player shall be included in the next deal. If only one card is dealt to a player's hand, at the player's option, the dealer shall deal the second card to the player after all other players have received a second card.

(h) If after receiving the first two cards, the dealer fails to deal an additional card to a player who has requested a card, then, at the player's option, the dealer shall either deal the additional card after all other players have received their additional cards but prior to the dealer revealing his hole card or call the player's hand dead and return the player's original Blackjack Wager.

(i) If the dealer inserts his hole card into a card reader device when the value of his first card is not an ace, king, queen, jack or 10, the dealer, after notification to a floorman or above, shall continue play.

(j) If a card reader device malfunctions, the dealer may not continue dealing the game of Blackjack at that table until the card reader device is repaired or replaced.

(k) If an automated card shuffling device is being used and the device jams, stops shuffling during a shuffle or fails to complete a shuffle cycle, the cards shall be reshuffled.

(l) If an automated shuffling device malfunctions and cannot be used, the device must be covered or have a sign indicating that it is out of order placed on the device before any other method of shuffling may be utilized at that table.

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