

GRADES 9-10 PA CORE STANDARDS TRANSITION GUIDE \*

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Interpreting and Analyzing Fiction and Non-Fiction	<ul style="list-style-type: none"> <li>• Increasing reading of various types of literature including but not limited to world literature, US seminal documents, and governmental documents.</li> <li>• Analyzing with textual evidence that is both explicit and implicit. (CC.1.2.9-10.B) (CC.1.4.9-10.S)</li> <li>• Following the development of themes and central ideas over the course of the work. (CC.1.2.9-10.A) (CC.1.3.9-10.A)</li> <li>• Analyzing how and why an author manipulates text and its effects (CC.1.3.9-10.E)</li> <li>• Analyzing author's word choices and the impact on meaning and tone (CC.1.2.9-10.F) (CC.1.3.9-10.F)</li> <li>• Increasing awareness of text complexity (CC.1.2.9-10.K) (CC.1.3.9-10.K)</li> <li>• Drawing connections between texts (CC.1.2.9-10.I) (CC.1.3.9-10.E) (CC.1.3.9-10.G)</li> <li>• Analyzing validity and accuracy of an argument or claim and its evidence (CC.1.2.9-10.H)</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>• Analyzing word choice and its effect on meaning and tone in the overall work. (CC.1.2.9-10.F) (CC.1.3.9-10.F)</li> <li>• Interpreting figures of speech goes beyond recognition to how they contribute to the meaning of the text. (CC.1.3.9-10.J)</li> <li>• Analyzing shades of meaning: connotation, nuance, detonation. (CC.1.3.9-10.J)</li> <li>• Acquiring and using specialized vocabulary (tier 3 and academic) (CC.1.2.9-10.J)</li> </ul>
Types of Writing Quality of Writing	<ul style="list-style-type: none"> <li>• Recognizing and addressing alternate or opposing claims and their relationship to stated position, argument or claim. (CC.1.4.9-10.I) (CC.1.4.9-10.J)</li> <li>• Developing narratives using real and imagined experiences (CC.1.4.9-10.M)</li> <li>• Write informative/explanatory to convey complex ideas (CC.1.4.9-10.A)</li> <li>• Strengthening writing through the process of revision and the considerations needed to strengthen writing. (CC.1.4.9-10.T)</li> <li>• Writing routinely for various purposes, various audiences, and in varying time frames. (CC.1.4.9-10.X)</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Evaluation of validity of primary and secondary sources (CC.1.4.9-10.W)</li> <li>• Avoiding plagiarism and following a standard format for citation (CC.1.4.9-10.W)</li> </ul>

\* The purpose of this document is to provide a summary of similarities and differences between PA Academic Standards and PA Core Standards. This is not intended to be a curriculum guide – only to identify shifts in delivery of instruction.

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Speaking and Listening	<ul style="list-style-type: none"> <li>• Actively engaging in discussions using others' ideas and expressing own clearly and persuasively (CC.1.5.9-10.A)</li> <li>• Reading and researching prior to discussion in order to draw upon information during discussion. (CC.1.5.9-10.A)</li> <li>• Using collaboration to set rules for discussions, decision making, goal setting, defining roles and deadlines. (CC.1.5.9-10.A)</li> <li>• Using techniques to move a conversation forward (CC.1.5.9-10.A)</li> <li>• Evaluating speaker and techniques used by the speaker. (CC.1.5.9-10.C)</li> <li>• Including explicit techniques for responding to different perspectives. (CC.1.3.9-10.E) (CC.1.5.9-10.F)</li> </ul>
Conventions of Standard English	<ul style="list-style-type: none"> <li>• Focusing on usage and how it influences the quality of communication - integrated, not isolated (CC.1.2.9-10.F) (CC.1.2.9-10.G) (CC.1.3.9-10.J)</li> <li>• Develop command of grammar, mechanics and usage to show relationships and link ideas (CC.1.4.9-10.F) (CC.1.4.9-10.L) (CC.1.4.9-10.R) (CC.1.5.9-10.G)</li> </ul>
Technology Literacy	<ul style="list-style-type: none"> <li>• Using multimedia to aid comprehension. (CC.1.4.9-10.U)</li> <li>• Integrating multimedia sources of information presented in diverse media and formats. (CC.1.5.9-10.B)</li> <li>• Evaluating the validity and credibility of multimedia sources (CC.1.5.9-10.B)</li> <li>• Using digital media to enhance the understanding of evidence, reasoning and to add interest. (CC.1.5.9-10.F)</li> </ul>

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