

Academic Standards for English Language Arts

*Grades Pre K-5
March 1, 2014*



Pennsylvania Department of Education

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

| 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. |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

| 1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. | | | | | | | |
|--|--|---|---|---|---|---|---|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Informative/Explanatory | CC.1.4.PK.A Draw/dictate to compose informative/explanatory texts examining a topic. | CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. | CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information. | CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| Informative/Explanatory Focus | CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. | CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic. | CC.1.4.1.B Identify and write about one specific topic. | CC.1.4.2.B Identify and introduce the topic. | CC.1.4.3.B Identify and introduce the topic. E03.C.1.2.1 | CC.1.4.4.B Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1 | CC.1.4.5.B Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1 |
| Informative/Explanatory Content | CC.1.4.PK.C With prompting and support, generate ideas to convey information. | CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic. | CC.1.4.1.C Develop the topic with two or more facts. | CC.1.4.2.C Develop the topic with facts and/or definitions. | CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. E03C.1.2.2 | 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. E04C.1.2.2 E04E.1.1.2 | 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. E05C.1.2.2 E05E.1.1.2 |

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|---|---|--|---|---|--|---|--|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Informative/Explanatory Organization | 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 information using 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 |

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|---|---------------------|--|---|---|--|--|--|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Informative/Explanatory Style | 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 |

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|---|---------------------|---|---|---|---|--|---|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Informative/Explanatory Conventions of Language | Intentionally Blank | CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, 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, 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, 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, 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.F 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 | CC.1.4.5.F 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 |
| Opinion/Argumentative | 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.1.4.5G Write opinion pieces on topics or texts. |

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| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Opinion/Argumentative Focus | 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. E03.C.1.1.1 | CC.1.4.4.H Introduce the topic and state an opinion on the topic. 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. E05.C.1.1.1 E05.E.1.1.1 |
| Opinion/Argumentative Content | 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 |

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| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Opinion/Argumentative Organization | 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 |

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|---|---------------------|---------------------|--|--|---|---|--|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Opinion/Argumentative Style | 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 |

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|--|---------------------|---|---|---|---|---|---|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Opinion/Argumentative Conventions of Language | Intentionally Blank | <p>CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <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. | <p>CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <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>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <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>CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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</p> | <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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> |

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|---|--|---|--|---|---|--|--|
| | 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 concrete words and 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 |

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| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Narrative Organization | CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. | 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. | 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. | CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. | 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 | 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 | 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 |
| Narrative Style | Intentionally Blank | Intentionally Blank | CC.1.4.1.Q Use a variety of words and phrases. | CC.1.4.2.Q Choose words and phrases for effect | CC.1.4.3.Q Choose words and phrases for effect. E03.D.2.1.1 | 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 | CC.1.4.5.Q 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.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 |

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|---|---------------------|--|--|--|--|---|--|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Narrative Conventions of Language | Intentionally Blank | <p>CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. | <p>CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <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>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <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>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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</p> | <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>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> |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–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 |
| Response to Literature | Intentionally Blank | Intentionally Blank | Intentionally Blank | Intentionally Blank | 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. | 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 | 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 |
| Production and Distribution of Writing Writing Process | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | 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. | 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. | 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. | CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | 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. |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-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 |
| Technology and Publication | Intentionally Blank | 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. | 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. | 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. | 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. | 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. | 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. |
| Conducting Research | 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. | CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. | CC.1.4.1.V Participate in individual or shared research and writing projects. | CC.1.4.2.V Participate in individual or shared research and writing projects. | CC.1.4.3.V Conduct short research projects that build knowledge about a topic. | CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. | CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–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 |
| Credibility, Reliability, and Validity of Sources | CC.1.4.PK.W With guidance and support, recall information from experiences or books. | CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. | CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. | CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question. | 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. | 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. | 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. |
| Range of Writing | Intentionally Blank | CC.1.4.K.X Write routinely over short time frames. | 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. | 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. | 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. | 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. | 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. |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

| 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 and answering questions about 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 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. |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

| 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 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. |
| Presentation of Knowledge and Ideas Purpose, Audience, and Task | 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. |

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

| 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 |
| Presentation of Knowledge and Ideas Context | 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. |
| Integration of Knowledge and Ideas Multimedia | 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 when appropriate 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 understandable 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 prekindergarten 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. |