GRADES 11-12 PA CORE STANDARDS TRANSITION GUIDE \*

| **Continued emphasis** | **Specific PA Common Core Emphasis** |
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| Interpreting and Analyzing Fiction and Non-Fiction | * Analyzing textual evidence that is both explicit and implicit (CC.1.2.11-12.B)
* Comparing/contrasting treatment of similar themes and central topics in works of the same time period (CC.1.3.11-12.A) (CC.1.3.11-12.H)
* Understanding the development of themes and central ideas over the course of a text (CC.1.2.11-12.A) (CC.1.3.11-12.A)
* Analyzing and evaluating the impact of word choice on meaning and tone (CC.1.2.11-12.F)
* Conducting complex analysis of how two or more central ideas interact and build on one another (CC.1.2.11-12.A)
* Tracking details about people, events, and ideas that develop the set of ideas or sequence of events (CC.1.2.11-12.C) (CC.1.3.11-12.C)
* Analyzing various types of literature including but not limited to world literature, seminal US documents, and governmental documents (CC.1.2.11-12.H) (CC.1.2.11-12.I)
* Analyzing validity and accuracy of an argument or claim and its evidence (CC.1.5.11-12.B)
* Integrating and evaluating information from multiple sources beyond text to visuals/tables etc. (Media) (CC.1.2.11-12.G)
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| Vocabulary Development | * Recognizing function of language in different contexts (CC.1.2.11-12.C) (CC.12.11-12.E) (CC.1.4.11-12.W)
* Recognizing and using patterns of word changes and how they shift meaning and function (CC.1.2.11-12.F)
* Evaluating independent word choices (vocabulary) for purpose of comprehension and expression (CC.1.2.11-12.J)
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| Types of WritingQuality of Writing | * Recognizing and addressing alternate or opposing claims and their relationship to stated position, argument or claim. \*\*(CC.1.4.11-12.I)
* Organizing claims with consideration for audience level of knowledge, concern, values, and biases and strength/weakness of counter claims (CC.1.4.11-12.I)
* Developing narratives using real and imagined experiences \*\*(CC.1.4.11-12.M)
* Incorporating dialogue, pacing and multiple plot lines (CC.1.4.11-12.O)
* Revising and the evaluating what is needed to strengthen writing (CC.1.4.11-12.T)
* Selecting, organizing, and analyzing content effectively to express complex ideas (CC.11-12.W.8) (CC.1.4.11-12.C) (CC.1.4.11-12.D)
* Identifying and applying publication expectations of the discipline in which writing (CC.1.4.11-12.D) (CC.1.4.11-12.W)
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| Research | * Evaluation of validity of primary and secondary sources (CC.11-12.W.8)
* Avoiding plagiarism and following a standard format for citation (CC.11-12.W.8)
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| Speaking and Listening | * Applying collaborative skills with communication skills in diverse groups (CC.1.5.11-12.A)
* Collaborating to set rules for discussions, decision making, goal setting, defining roles and deadlines (CC.1.5.11-12.A)
* Constructing meaningful interaction for a specific goal (CC.1.5.11-12.A)
* Applying critical listening skills, critical thinking and reasoning skills while listening and responding to others (CC.1.5.11-12.A)
* Evaluating speaker’s perspective, evidence and techniques (CC.1.5.11-12.C)
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| Conventions of Standard English | * Foundational grammar should be taught in the context of reading, writing, and speaking. (CC.1.4.11-12.F) (CC.1.4.11-12.L) (CC.1.4.11-12.R) (CC.1.4.11-12.X)
* Hyphenation conventions (CC.1.4.11-12.F) (CC.1.4.11-12.L) (CC.1.4.11-12.R)
* Using reference materials to resolve confusion or complex contested usage (CC.1.4.11-12.I) (CC.1.4.11-12.J) (CC.1.4.11-12.W)
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| Technology Literacy | * Using digital media needs to enhance the understanding of evidence and reasoning and to add interest. (CC.1.5.11-12.F)
* Using various sources in various formats and media to research a topic (CC.1.4.11-12.W)
* Evaluating accuracy, validity, and credibility of multimedia sources (CC.1.5.11-12.B)
* Recognizing discrepancies among the information and sources (CC.1.5.11-12.B)
* Using media and technology beyond research and publishing to information analysis, problem solving and decision making (CC.1.4.11-12.U)
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