GRADES 11-12 PA CORE STANDARDS TRANSITION GUIDE \*

| **Continued emphasis** | **Specific PA Common Core Emphasis** |
| --- | --- |
| 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) |
| 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) |
| Types of Writing  Quality 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) |
| 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) |
| 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) |
| 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) |
| 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) |