***PA Common Core Standards English Language Arts***

***Illustrations of Increased Rigor and Expectations***

***Administrative Seminar***

***August 10, 2012***

**1.2 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 Grade 7 Grade 8 Grade 9-10 Grade 11-12**

**Integration of Knowledge and Ideas Diverse Media**

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.

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).

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.

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.

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.

**1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**Integration of Knowledge and Ideas**

**Sources of Information**

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.

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).

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.

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.

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.)

**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.**

**Opinion/Argumentative**

CC.1.4.6.G

Write arguments to support

claims.

CC.1.4.7.G

Write arguments to support

claims.

CC.1.4.8.G

Write arguments to support

claims.

CC.1.4.9-10.G

Write arguments to support

claims in an analysis of

substantive topics.

CC.1.4.11-12.G

Write arguments to support

claims in an analysis of

substantive topics.

**Opinion/Argumentative Focus**

CC.1.4.6.H

Introduce and state an opinion

on a topic.

CC.1.4.7.H

Introduce and state an opinion

on a topic.

CC.1.4.8.H

Introduce and state an opinion

on a topic.

CC.1.4.9-10.H

Write with a sharp distinct focus

identifying topic, task, and

audience.

• Introduce the precise claim.

CC.1.4.11-12.H

Write with a sharp distinct focus

identifying topic, task, and

audience.

• Introduce the precise, knowledgeable claim.

**Opinion/Argumentative Content**

CC.1.4.6.I

Use clear reasons and relevant

evidence to support claims, using

credible sources and

demonstrating an understanding

of the topic.

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.

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.

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.

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.

**1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**Grade 6 Grade 7 Grade 8 Grade 9-10 Grade 11-12**

**Comprehension and Collaboration Critical Listening**

CC.1.5.6.C

Delineate a speaker’s argument

and specific claims by identifying

specific reasons and evidence,

and recognize arguments or

claims not supported by factual

evidence.

CC.1.5.7.C

Delineate a speaker’s

argument and specific claims,

evaluating the soundness of

the reasoning and the

relevance and sufficiency of

the evidence.

CC.1.5.8.C

Delineate a speaker’s

argument and specific claims,

evaluating the soundness of

the reasoning and the

relevance and sufficiency of

the evidence.

CC.1.5.9-10.C

Evaluate a speaker’s perspective,

reasoning, and use of evidence

and rhetoric, identifying any

fallacious reasoning or

exaggerated or distorted evidence.

CC.1.5.11-12.C

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.

***PA Common Core Literacy Standards in Content Areas -***

***Reading in History/SS; Reading in Science and Technical Subjects***

***Writing in History/SS, Science and Technical Subjects***

Examples of Shifts, Increasing Rigor and Expectations in All Content Areas

Writing in History Science and Technical Subjects -

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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.

(all departments, with the exception of ELA, are asked to review and select the set of reading standards that most relates to their area; and to extrapolate the writing standards within their area as well)

**WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

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).

* **WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
  1. 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.
  2. 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.
  3. 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.
  4. 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).

**Reading in History/Social Studies**

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| RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | RH.11-12.7. 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. |
| RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. | RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. | RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |

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| RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | RST.9-10.9. 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. | RST.11-12.9. 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. |

**Reading in Science and Technical Subjects**