

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

INTRODUCTION

These standards describe what students should know and be able to do with the English language, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K–12 continuum to reflect the demands of a college- and career-ready graduate:

- Standard 1: Foundational Skills begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.
- Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.
- Standard 4: Writing develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.
- Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts are evident throughout the PA Core Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On the Standard Aligned System portal, it is a live link.

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English Language Arts
Grade Pre K-5

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***Foundational Skills (Pre K-5)*..... 1.1**

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

***Reading Informational Text*..... 1.2**

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

***Reading Literature*..... 1.3**

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.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

***Writing*..... 1.4**

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

***Speaking and Listening* 1.5**

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

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| 1.1 Foundational Skills | | | | | | | |
|---|--|---|--|---------------------|---------------------|---------------------|---------------------|
| Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Book Handling | CC.1.1.PK.A Practice appropriate book handling skills. | CC.1.1.K.A Utilize book handling skills. | Intentionally Blank | Intentionally Blank | Intentionally Blank | Intentionally Blank | Intentionally Blank |
| Print Concepts | CC.1.1.PK.B Identify basic features of print. <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words. • Recognize and name some uppercase and lowercase letters of the alphabet. | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all uppercase and lowercase letters of the alphabet. | CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. | Intentionally Blank | Intentionally Blank | Intentionally Blank | Intentionally Blank |

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| 1.1 Foundational Skills | | | | | | | |
|---|--|--|---|---------------------|---------------------|---------------------|---------------------|
| Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Phonological Awareness | <p>CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds. | <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. | <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. | Intentionally Blank | Intentionally Blank | Intentionally Blank | Intentionally Blank |

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| 1.1 Foundational Skills | | | | | | | |
|---|--|---|--|--|--|---|---|
| Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Phonics and Word Recognition | <p>CC.1.1.PK.D Develop beginning phonics and word skills.</p> <ul style="list-style-type: none"> Associate some letters with their names and sounds. Identify familiar words and environmental print. | <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade-level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | <p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade-appropriate irregularly spelled words. | <p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade-appropriate irregularly spelled words. | <p>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words. | <p>CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. | <p>CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |

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| 1.1 Foundational Skills | | | | | | | |
|---|---------------------|--|---|---|---|---|---|
| Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Fluency | Intentionally Blank | CC.1.1.K.E Read emergent-reader text with purpose and understanding. | CC.1.1.1.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.2.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.3.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.4.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.5.E Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| 1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. | | | | | | | |
|--|--|--|--|---|---|---|--|
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Key Ideas and Details Main Idea | CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. | CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. | CC.1.2.1.A Identify the main idea and retell key details of text. | CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text. | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.2 | CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2 | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.2 |
| Key Ideas and Details Text Analysis | CC.1.2.PK.B Answer questions about a text. | CC.1.2.K.B With prompting and support, answer questions about key details in a text. | CC.1.2.1.B Ask and answer questions about key details in a text. | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1 | CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1 | CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1 |
| Key Ideas and Details Text Analysis | CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. | CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text. | CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text. | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3 | CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3 | CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3 |

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| 1.2 Reading Informational Text | | | | | | | |
|---|---|--|--|--|--|--|--|
| Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Craft and Structure Point of View | Intentionally Blank | Intentionally Blank | Intentionally Blank | Intentionally Blank | CC.1.2.3.D Explain the point of view of the author. E03.B-C.2.1.1 | CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1 | CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1 |
| Craft and Structure Text Structure | CC.1.2.PK.E Identify the front cover, back cover, and title page of a book. | CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details). | CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. | CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. | CC.1.2.3.E Use text features and search tools to locate and interpret information. E03.B-C.2.1.2 | CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2 | CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2 |
| Craft and Structure Vocabulary | CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. | CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. | CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2 | CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2 | CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2 |

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| 1.2 Reading Informational Text | | | | | | | |
|---|--|---|---|---|--|---|--|
| Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Integration of Knowledge and Ideas Diverse Media | CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. | CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear. | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. | CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. | CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3 | CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3 | CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. E05.B-C.3.1.3 |
| Integration of Knowledge and Ideas Evaluating Arguments | Intentionally Blank | CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text. | CC.1.2.1.H Identify the reasons an author gives to support points in a text. | CC.1.2.2.H Describe how reasons support specific points the author makes in a text. | CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. E03.B-C.3.1.1 | CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1 | CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1 |

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| 1.2 Reading Informational Text | | | | | | | |
|---|---|--|--|---|--|---|--|
| Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Integration of Knowledge and Ideas Analysis Across Texts | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.2 | CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2 | CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2 |
| Vocabulary Acquisition and Use | CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. | CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. | CC.1.2.1.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.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | CC.1.2.3.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.B-V.4.1.1 E03.B-V.4.1.2 | CC.1.2.4.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.B-V.4.1.1 E04.B-V.4.1.2. | CC.1.2.5.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.B-V.4.1.1 E05.B-V.4.1.2. |

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| 1.2 Reading Informational Text | | | | | | | |
|---|---|--|---|--|--|--|--|
| Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. | | | | | | | |
| | Grade Pre K | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Vocabulary Acquisition and Use | CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud. | CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. | CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. | CC.1.2.2.K 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.1.2.3.K 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.B-V.4.1.1 | CC.1.2.4.K 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.B-V.4.1.1 | CC.1.2.5.K 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.B-V.4.1.1 |
| Range of Reading | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. | CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |

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| 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 |
| Key Ideas and Details Theme | CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support. | CC.1.3.K.A With prompting and support, retell familiar stories including key details. | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. | CC.1.3.2.A Recount stories and determine their central message, lesson, or moral. | CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2 | CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2 | CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.A-K.1.1.2 |
| Key Ideas and Details Text Analysis | CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where). | CC.1.3.K.B Answer questions about key details in a text. | CC.1.3.1.B Ask and answer questions about key details in a text. | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1 | CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1 | CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1 |
| Key Ideas and Details Literary Elements | CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. | CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story. | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. | CC.1.3.2.C Describe how characters in a story respond to major events and challenges. | CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3 | CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3 | CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3 |

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| 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 |
| Craft and Structure Point of View | CC.1.3.PK.D With prompting and support, name the author and illustrator of a story. | CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. | CC.1.3.1.D Identify who is telling the story at various points in a text. | CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. | CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1 | CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1 | CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1 |
| Craft and Structure Text Structure | CC.1.3.PK.E With prompting and support, recognize common types of text. | CC.1.3.K.E Recognize common types of text. | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. | CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. | CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text. | CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| Craft and Structure Vocabulary | CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story. | CC.1.3.K.F Ask and answer questions about unknown words in a text. | CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. | CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2 | CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2 | CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2 |

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 |
| Integration of Knowledge and Ideas Sources of Information | CC.1.3.PK.G Describe pictures in books using details. | CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. | CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. | CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| Integration of Knowledge and Ideas Text Analysis | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. | CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures. | CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. E03.A-C.3.1.1 | CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1 | CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1 |

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 |

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 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 |

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 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 |

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 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. |

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 |
| 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 |

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 |
| 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 |

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 |
| 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 |

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 |
| 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> |

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 |
| 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 |

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 |
| 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 |

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 |
| 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. |