

Common Core Standard	Corresponding PA Academic Standard(s)
<p>CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.</p>
	<p>1.3.6.A. Analysis and Evaluation: Read, understand, and respond to works from various genres of literature.</p>
<p>CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>1.3.6.C. Literary Elements: Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.</p>
<p>CC.6.R.L.3 Key Ideas and Details: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>1.3.6.C. Literary Elements: Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.</p>
<p>CC.6.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
	<p>1.1.9.C. Vocabulary Development: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.</p>

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<p>CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>1.3.6.B. Literary Genres: Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose</p>
	<p>1.3.6.C. Literary Elements: Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.</p>
<p>CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>1.2.6.A. Text Organization: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.</p>
	<p>1.3.6.C. Literary Elements: Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.</p>
<p>CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>1.3.6.A. Analysis and Evaluation: Read, understand, and respond to works from various genres of literature.</p>
	<p>1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.</p>

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<p>CC.6.R.L.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	1.2.6.D. Inferences: Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
	1.3.6.A. Analysis and Evaluation: Read, understand, and respond to works from various genres of literature.
	1.3.6.B. Literary Genres: Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.
	1.3.6.C. Literary Elements: Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.
<p>CC.6.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
	1.3.6.A. Analysis and Evaluation: Read, understand, and respond to works from various genres of literature.
<p>CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
	1.2.6.D. Inferences: Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
	1.2.6.E. Text Analysis and Evaluation: Read, understand, and respond to essential content of text and documents in all academic areas.

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<p>CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.</p>
	<p>1.2.6.B. Fact and Opinion: Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, and electronic media).</p>
	<p>1.2.6.C. Essential and Nonessential Text: Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.</p>
<p>CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>1.2.6.A. Text Organization: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.</p>
	<p>1.2.6.E. Text Analysis and Evaluation: Read, understand, and respond to essential content of text and documents in all academic areas.</p>
<p>CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>1.1.6.C. Vocabulary Development: Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.</p>
	<p>1.1.9.C. Vocabulary Development: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.</p>
<p>CC.6.R.I.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>1.2.6.A. Text Organization: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.</p>

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<p>CC.6.R.I.6 Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	1.1.6.A. Purpose of Reading: Apply appropriate strategies to describe author’s purpose, using grade level text.
	1.2.6.A. Text Organization: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.
<p>CC.6.R.I.7 Integration of Knowledge and Ideas: 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.</p>	1.8.6.B. Location of Information and Citing Sources: Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.
	1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.
	1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.
<p>CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
	1.2.6.C. Essential and Nonessential Text: Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.
<p>CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	1.2.6.A. Text Organization: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.
	1.2.6.D. Inferences: Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
	1.2.6.E. Text Analysis and Evaluation: Read, understand, and respond to essential content of text and documents in all academic areas.

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<p>CC.6.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.</p>
	<p>1.2.6.E. Text Analysis and Evaluation: Read, understand, and respond to essential content of text and documents in all academic areas.</p>
<p>CC.6.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>1.4.6.C. Persuasive: Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited.
<p>CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>1.4.6.C. Persuasive: Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited.
	<p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p>
<p>CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>1.4.6.C. Persuasive: Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited.
	<p>1.5.6.A. Focus: Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.</p>
	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	<p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p>

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<p>CC.6.W.1.c Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
<p>CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.</p>	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
<p>CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.</p>	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
<p>CC.6.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>1.4.6.B. Informational: Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use sources, as appropriate, to task.
	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.

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<p>CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>1.4.6.B. Informational: Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use sources, as appropriate, to task. <p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
<p>CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>1.4.6.B. Informational: Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use sources, as appropriate, to task. <p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus. <p>1.8.6.A. Inquiry Based Process: Develop, with teacher guidance, an inquiry-based process in seeking knowledge.</p> <p>1.8.6.B. Location of Information and Citing Sources: Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.</p>
<p>CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
<p>CC.6.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>

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CC.6.W.2.e Text Types and Purposes: Establish and maintain a formal style.	1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).
CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.	1.5.6.C. Organization: Write with controlled organization. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
CC.6.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	1.4.6.A. Narrative: Write poems, short stories, and plays. <ul style="list-style-type: none"> • Identify various organizational methods to support writer’s purpose. • Include literary elements and devices
CC.6.W.3.a Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	1.4.6.A. Narrative: Write poems, short stories, and plays. <ul style="list-style-type: none"> • Identify various organizational methods to support writer’s purpose. • Include literary elements and devices
	1.5.6.A. Focus: Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.
	1.5.6.C. Organization: Write with controlled organization. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
CC.6.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	1.4.6.A. Narrative: Write poems, short stories, and plays. <ul style="list-style-type: none"> • Identify various organizational methods to support writer’s purpose. • Include literary elements and devices
	1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).

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<p>CC.6.W.3.c Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>1.4.6.A. Narrative: Write poems, short stories, and plays.</p> <ul style="list-style-type: none"> • Identify various organizational methods to support writer’s purpose. • Include literary elements and devices
	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
<p>CC.6.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>1.4.6.A. Narrative: Write poems, short stories, and plays.</p> <ul style="list-style-type: none"> • Identify various organizational methods to support writer’s purpose. • Include literary elements and devices
	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
<p>CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.</p>	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.

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<p>CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>1.5.6.A. Focus: Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.</p>
	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
	<p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p>
<p>CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>1.5.6.E. Editing: Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style, tone, and word choice.</p>
	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.

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<p>CC.6.W.6 Production and Distribution of Writing: 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 three pages in a single sitting.</p>	<p>1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.</p>
<p>CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>1.8.6.A. Inquiry Based Process: Develop, with teacher guidance, an inquiry-based process in seeking knowledge.</p> <p>1.8.6.B. Location of Information and Citing Sources: Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.</p> <p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p> <p>1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.</p>
<p>CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>1.8.6.B. Location of Information and Citing Sources: Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.</p> <p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p> <p>1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.</p>

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<p>CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	<p>1.8.6.B. Location of Information and Citing Sources: Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.</p>
	<p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p>
<p>CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics”).</p>	<p>1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.</p>
	<p>1.2.6.E. Text Analysis and Evaluation: Read, understand, and respond to essential content of text and documents in all academic areas.</p>
	<p>1.3.6.A. Analysis and Evaluation: Read, understand, and respond to works from various genres of literature.</p>
	<p>1.3.6.B. Literary Genres: Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.</p>
	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.

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<p>CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>1.2.6.A. Text Organization: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.</p>
	<p>1.2.6.B. Fact and Opinion: Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, and electronic media).</p>
	<p>1.2.6.C. Essential and Nonessential Text: Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.</p>
	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.

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<p>CC.6.W.10 Range of Writing: 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.</p>	<p>1.5.6.A. Focus: Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.</p>
	<p>1.5.6.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and determine validity and reliability of information. • Write paragraphs that have details and information specific to the topic and relevant to the focus.
	<p>1.5.6.C. Organization: Write with controlled organization.</p> <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion.
	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
	<p>1.5.6.E. Editing: Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style, tone, and word choice.</p>
	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
	<p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p>
<p>CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>

CC Standards to PA Alignment
Grade 6

Common Core Standard	Corresponding PA Academic Standard(s)
<p>CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.</p>
	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>
<p>CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>
<p>CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>
	<p>1.8.6.A. Inquiry Based Process: Develop, with teacher guidance, an inquiry-based process in seeking knowledge.</p>
<p>CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>

Common Core Standard	Corresponding PA Academic Standard(s)
<p>CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>1.1.6.D. Comprehension and Interpretation: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.</p>
	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
	<p>1.9.6.B. Evaluating Media Sources: Identify techniques used in particular media messages.</p>
<p>CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>1.2.6.C. Essential and Nonessential Text: Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.</p>
	<p>1.6.6.A. Listening Skills / Discussion: Listen critically and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions.
<p>CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>
	<p>1.8.6.C. Organization and Production of Final Product: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.</p>
<p>CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.</p>

Common Core Standard	Corresponding PA Academic Standard(s)
<p>CC.6.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>1.6.6.B. Speaking Skills / Presentation: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p>
	<p>1.7.6.A. Formal and Informal Language: Identify and interpret differences in formal and informal language used in speech, writing, and literature.</p>
<p>CC.6.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
<p>CC.6.L.1.a Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
<p>CC.6.L.1.b Conventions of Standard English: Use intensive pronouns (e.g., myself, ourselves).</p>	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
<p>CC.6.L.1.c Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*</p>	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.

Common Core Standard	Corresponding PA Academic Standard(s)
CC.6.L.1.d Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
CC.6.L.1.e Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
	1.7.6.A. Formal and Informal Language: Identify and interpret differences in formal and informal language used in speech, writing, and literature.
CC.6.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
CC.6.L.2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
CC.6.L.2.b Conventions of Standard English: Spell correctly.	1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.

Common Core Standard	Corresponding PA Academic Standard(s)
<p>CC.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>1.5.6.F. Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly • Punctuate correctly. • Use correct grammar and sentence formation.
	<p>1.7.6.A. Formal and Informal Language: Identify and interpret differences in formal and informal language used in speech, writing, and literature.</p>
<p>CC.6.L.3.a Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
	<p>1.5.6.E. Editing: Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style, tone, and word choice.</p>
<p>CC.6.L.3.b Knowledge of Language: Maintain consistency in style and tone.*</p>	<p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>
	<p>1.5.6.E. Editing: Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style, tone, and word choice.</p>
<p>CC.6.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
	<p>1.1.6.C. Vocabulary Development: Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.</p>
<p>CC.6.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
	<p>1.1.6.C. Vocabulary Development: Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.</p>

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<p>CC.6.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
<p>CC.6.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
	<p>1.9.6.A. Media and Technology Resources: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.</p>
<p>CC.6.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
<p>CC.6.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>1.3.6.D. Literary Devices: Interpret the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, and imagery).</p>
	<p>1.1.9.C. Vocabulary Development: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.</p>
<p>CC.6.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.</p>	<p>1.3.6.D. Literary Devices: Interpret the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, and imagery).</p>

Common Core Standard	Corresponding PA Academic Standard(s)
<p>CC.6.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>1.1.6.B. Word Recognition Skills: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.</p>
<p>CC.6.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p>1.1.9.C. Vocabulary Development: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.</p>
<p>CC.6.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1.1.6.C. Vocabulary Development: Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.</p> <p>1.5.6.D. Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).</p>