

Pennsylvania, Grades 9–10

Pennsylvania Strand/Standard	Focus of Pennsylvania Standard	For More Information
Reading Informational Text		
CC.1.2.A	Determine the central idea of a text and analyze its development; summarize main ideas or events	R2 pp. 12–17
CC.1.2.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
CC.1.2.C	Analyze how the author structures an analysis or series of ideas or events, including the order, how they are developed, and the connections between them	R3 pp. 18–23
CC.1.2.D	Analyze how an author uses rhetoric to advance a point of view, perspective, or purpose	R6 pp. 36–41
CC.1.2.E	Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text	R5 pp. 30–35
CC.1.2.F	Determine the meaning of words and phrases in a text; analyze the cumulative impact of specific word choices	R4 pp. 24–29
CC.1.2.G	Analyze various accounts of a subject told in different mediums	R7 pp. 42–47
CC.1.2.H	Evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning	R8 pp. 48–53
CC.1.2.I	Analyze U.S. documents of historical and literary significance, noting how they address related themes and concepts	R9 pp. 54–59
CC.1.2.J	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
CC.1.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
CC.1.2.L	Read and comprehend appropriately complex informational texts	R10 pp. 60–65
Reading Literature		
CC.1.3.A	Determine a theme or central idea of a text and analyze its development and how it is shaped by specific details; summarize the text	R2 pp. 12–17
CC.1.3.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
CC.1.3.C	Analyze how characters develop, interact, and advance the plot or develop the theme	R3 pp. 18–23
CC.1.3.D	Analyze a point of view, perspective, or cultural experience reflected in a piece of literature	R6 pp. 36–41
CC.1.3.E	Analyze the author’s choices regarding structure, the order of events, and manipulating time	R5 pp. 30–35
CC.1.3.F	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
CC.1.3.G	Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment	R7 pp. 42–47
CC.1.3.H	Analyze how an author draws on and transforms source material	R9 pp. 54–59
CC.1.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
CC.1.3.J	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
CC.1.3.K	Read and comprehend a range of fiction	R10 pp. 60–65
Writing		
CC.1.4.A-F	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W2 pp. 78–85 W4 pp. 92–97 L2 pp. 184–189
CC.1.4.G-L	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W1 pp. 70–77 W4 pp. 92–97 L2 pp. 184–189

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Writing		
CC1.4.M-R	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W3 pp. 86–91 W4 pp. 92–97 L2 pp. 184–189
CC1.4.S	Draw evidence from texts to support analysis, reflection, and research	W9 pp. 122–127
CC1.4.T	Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 98–103
CC1.4.U	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
CC1.4.V	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject	W7 pp. 110–115
CC1.4.W	Gather information from multiple sources, using advanced searches effectively; assess strengths and limitations of sources; integrate information, avoiding plagiarism	W8 pp. 116–121
CC1.4.X	Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes	W10 pp. 128–133
CC1.5.A	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
CC1.5.B	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence	SL3 pp. 150–155
CC1.5.C	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and note discrepancies	SL2 pp. 144–149
CC1.5.D	Present information clearly, concisely, and logically; ensure organization, development, substance, and style are appropriate to purpose, audience, and task	SL4 pp. 156–161
CC1.5.E	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
CC1.5.F	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
CC1.5.G	Demonstrate command of the conventions of standard English grammar and usage when speaking	L1 pp. 178–183