PACESETTER PRESS

PA Core English Language Arts Curriculum Map

129 items · Pennsylvania State Core Standards

Arranged by subject (ELA), then PA domain, then item ID. Each row lists the PA Core standard, its CCRS code and grade-level grouping, and the matching Pace Prescription lesson(s).

PA Core ELA (129 items)

Foundational Skills (14 items)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-1	Foundational Skills	**CC.1.1.K.B** **Grade level:** A (K-1st) **CCRS:** RF.K.1	Demonstrate understanding of the organization and basic features of print.	*Prescription in Development* *Not yet covered: print concepts for emerging readers (book handling, letters, words, spaces)*	
PA-ELA-2	Foundational Skills	**CC.1.1.K.C** **Grade level:** A (K-1st) **CCRS:** RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Spelling 100, Beginner Vowel Sounds Spelling 110, Beginner Consonant Sounds	**Spelling 100** Understanding oi sound (frames 50 – 55); Understanding silent final e, long vowel (frames 11 – 29) **Spelling 110** Understanding ph sounding like f (frames 4 – 12); Understanding g sounding like j (frames 14 – 19)
PA-ELA-3	Foundational Skills	**CC.1.1.K.D** **Grade level:** A (K-1st) **CCRS:** RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Spelling 100, Beginner Vowel Sounds Spelling 110, Beginner Consonant Sounds	**Spelling 100** Understanding silent final e, long vowel (frames 11 – 29); Understanding ea vowel combination (frames 40 – 42) **Spelling 110** Understanding ph sounding like f (frames 4 – 12); Understanding g sounding like j (frames 14 – 19)
PA-ELA-4	Foundational Skills	**CC.1.1.1.B** **Grade level:** A (K-1st) **CCRS:** RF.1.1	Demonstrate understanding of the organization and basic features of print.	*Prescription in Development* *Not yet covered: print concepts for emerging readers (book handling, letters, words, spaces)*	
PA-ELA-5	Foundational Skills	**CC.1.1.1.C** **Grade level:** A (K-1st) **CCRS:** RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Spelling 100, Beginner Vowel Sounds Spelling 110, Beginner Consonant Sounds	**Spelling 100** Understanding oi sound (frames 50 – 55); Understanding silent final e, long vowel (frames 11 – 29) **Spelling 110** Understanding ph sounding like f (frames 4 – 12); Understanding g sounding like j (frames 14 – 19)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-6	**Foundational Skills**	**CC.1.1.1.D** **Grade level:** A (K-1st) **CCRS:** RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Spelling 100, Beginner Vowel Sounds Spelling 110, Beginner Consonant Sounds	**Spelling 100** Understanding silent final e, long vowel (frames 11 – 29); Understanding ea vowel combination (frames 40 – 42) **Spelling 110** Understanding ph sounding like f (frames 4 – 12); Understanding g sounding like j (frames 14 – 19)
PA-ELA-7	**Foundational Skills**	**CC.1.1.2.D** **Grade level:** B (2nd-3rd) **CCRS:** 2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Spelling 130, Intermediate Vowel Sounds, Part 1 Spelling 150, Intermediate Consonant Sounds Reading At Your Own Pace 121, Prefixes: Unit 1	**Spelling 130** Understanding how to spell months (frames 60 – 73); Understanding ou sound spelled ou (frames 44) **Spelling 150** Understanding qu sound (frames 25 – 26); Understanding hard c (frames 5–6) **Reading At Your Own Pace 121** Defining a word based upon its root and prefix; Defining a word based upon its root and prefix (lesson objectives; answer key not machine-readable)
PA-ELA-8	**Foundational Skills**	**CC.1.1.2.E** **Grade level:** B (2nd-3rd) **CCRS:** RF.2.4	Read with accuracy and fluency to support comprehension.	*Prescription in Development* *Not yet covered: reading accuracy and fluency with grade 2-3 leveled passages*	
PA-ELA-9	**Foundational Skills**	**CC.1.1.3.D** **Grade level:** B (2nd-3rd) **CCRS:** 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Spelling 160, Prefixes and Suffixes Reading At Your Own Pace 121, Prefixes: Unit 1 Reading At Your Own Pace 132, Suffixes: Unit 2	**Spelling 160** Understanding pre- prefix (frames 9 – 10); Understanding –ance suffix (frames 43 – 46) **Reading At Your Own Pace 121** Defining a word based upon its root and prefix; Defining a word based upon its root and prefix (lesson objectives; answer key not machine-readable) **Reading At Your Own Pace 132** Using a word's suffix to help define the word; Recognizing meaning of the suffixes: -ic, -ion, -sion, -ish, -en, -ive, -al, -less, -ous, -ize, -yze (lesson objectives; answer key not machine-readable)
PA-ELA-10	**Foundational Skills**	**CC.1.1.3.E** **Grade level:** B (2nd-3rd) **CCRS:** RF.2.4	Read with accuracy and fluency to support comprehension.	*Prescription in Development* *Not yet covered: reading accuracy and fluency with grade 2-3 leveled passages*	
PA-ELA-11	**Foundational Skills**	**CC.1.1.4.D** **Grade level:** C (4th-5th) **CCRS:** RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	**Reading 101** Understanding the prefix un (frames 5 – 6, 8 – 10); Understanding the prefix pre (frames 20 – 32) **Reading 111** Understanding the suffix able (frames 15 – 20, 36); Understanding the suffix ant (frames 46 – 61, 72) **Reading 130** Understanding a comparison following the clue word (frames 66 – 72); Understanding a contrast following the clue word but (frames 46 – 65)
PA-ELA-12	**Foundational Skills**	**CC.1.1.4.E** **Grade level:** C (4th-5th) **CCRS:** RF.4.4	Read with accuracy and fluency to support comprehension.	Reading Passages 500s	**Reading Passages 500** Passage Tests (comprehension items; recommended timed reading speed)

Copyright © 2026 Pacesetter Education Press →pacesetterpress.com | 800-826-PACE (7223) | Proudly Producing and Perfecting Powerful, Personalized Pace Programs |

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-13	**Foundational Skills**	**CC.1.1.5.D** **Grade level:** C (4th-5th) **CCRS:** 5.RI.4	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	**Reading 101** Understanding the prefix un (frames 5 – 6, 8 – 10); Understanding the prefix pre (frames 20 – 32) **Reading 111** Understanding the suffix able (frames 15 – 20, 36); Understanding the suffix ant (frames 46 – 61, 72) **Reading 130** Understanding a comparison following the clue word (frames 66 – 72); Understanding a contrast following the clue word but (frames 46 – 65)
PA-ELA-14	**Foundational Skills**	**CC.1.1.5.E** **Grade level:** C (4th-5th) **CCRS:** RF.4.4	Read with accuracy and fluency to support comprehension.	Reading Passages 500s	**Reading Passages 500** Passage Tests (comprehension items; recommended timed reading speed)

Reading Informational Text (57 items)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-15	**Reading Informational Text**	**CC.1.2.K.A** **Grade level:** A (K-1st) **CCRS:** RI.1.2	With prompting and support, identify the main idea and retell key details of text.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development *Not yet covered: main idea and key details at a K-1 reading level (planned: AYOP Reading 220)*	**English At Your Own Pace 215** selecting the best topic sentence (frames 1-15); selecting the body of the paragraph (frames 16-22) **English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12)
PA-ELA-16	**Reading Informational Text**	**CC.1.2.K.B** **Grade level:** A (K-1st) **CCRS:** 2.RI.1	With prompting and support, answer questions about key details in a text.	English At Your Own Pace 220, Paragraph Development Reading At Your Own Pace 215, Conclusions and Generalizations *Not yet covered: answering who/what/where/when/why questions at a K-1 reading level (planned: AYOP Reading 220)*	**English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12) **Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39)
PA-ELA-17	**Reading Informational Text**	**CC.1.2.1.A** **Grade level:** A (K-1st) **CCRS:** RI.1.2	Identify the main idea and retell key details of text.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development *Not yet covered: main idea and key details at a K-1 reading level (planned: AYOP Reading 220)*	**English At Your Own Pace 215** selecting the best topic sentence (frames 1-15); selecting the body of the paragraph (frames 16-22) **English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-18	**Reading Informational Text**	**CC.1.2.1.B** **Grade level:** A (K-1st) **CCRS:** 2.RI.1	Ask and answer questions about key details in a text.	English At Your Own Pace 220, Paragraph Development Reading At Your Own Pace 215, Conclusions and Generalizations *Not yet covered: answering who/what/where/when/why questions at a K-1 reading level (planned: AYOP Reading 220)*	**English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12) **Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39)
PA-ELA-19	**Reading Informational Text**	**CC.1.2.2.A** **Grade level:** B (2nd-3rd) **CCRS:** RI.3.2	Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	English At Your Own Pace 220, Paragraph Development Reading 221, Main Ideas and Supporting Details: Unit 1	**English At Your Own Pace 220** selecting topic sentences (frames 1-12); further developing the topic (frames 22-30) **Reading 221** Identifying supporting details (frames 15 – 19); Identifying a general to example paragraph (frames 41 – 47)
PA-ELA-20	**Reading Informational Text**	**CC.1.2.2.B** **Grade level:** B (2nd-3rd) **CCRS:** RI/RL.2.1	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	English At Your Own Pace 220, Paragraph Development Reading At Your Own Pace 215, Conclusions and Generalizations Reading 201, Reading Strategies: Unit 1	**English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12) **Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39) **Reading 201** Identifying clue words that show a comparison is (frames 83 – 88); Knowing how to take notes by outlining (frames 30 – 39)
PA-ELA-21	**Reading Informational Text**	**CC.1.2.2.E** **Grade level:** B (2nd-3rd) **CCRS:** RI.2.5	Use various text features and search tools to locate key facts or information in a text efficiently.	Reading 440, Diagrams and Graphs Reading At Your Own Pace 141, Words in Context: Unit 1 *Not yet covered: locating facts with text features and search tools at grades 2-3*	**Reading 440** Reading circle graphs (frames 52 – 55); Reading diagrams (frames 2 – 14) **Reading At Your Own Pace 141** general context (frames 1-22); contrast (frames 46-59)
PA-ELA-22	**Reading Informational Text**	**CC.1.2.2.H** **Grade level:** B (2nd-3rd) **CCRS:** 2.RI.8	Describe how reasons support specific points the author makes in a text.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading At Your Own Pace 210, Fact and Opinion	**Reading 221** Identifying supporting details (frames 15 – 19); Identifying a general to example paragraph (frames 41 – 47) **Reading At Your Own Pace 210** fact and opinion (frames 15-22, 30-66); opinion-value words (frames 8-29)
PA-ELA-23	**Reading Informational Text**	**CC.1.2.3.A** **Grade level:** B (2nd-3rd) **CCRS:** RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	English At Your Own Pace 220, Paragraph Development Reading 221, Main Ideas and Supporting Details: Unit 1	**English At Your Own Pace 220** selecting topic sentences (frames 1-12); further developing the topic (frames 22-30) **Reading 221** Identifying supporting details (frames 15 – 19); Locating the main idea in a general to example (frames 1 – 14)
PA-ELA-24	**Reading Informational Text**	**CC.1.2.3.B** **Grade level:** B (2nd-3rd) **CCRS:** RI.2.1	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	English At Your Own Pace 220, Paragraph Development Reading At Your Own Pace 215, Conclusions and Generalizations	**English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12) **Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-25	**Reading Informational Text**	**CC.1.2.3.C** **Grade level:** B (2nd-3rd) **CCRS:** RI.3.3	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.	Reading At Your Own Pace 205, Cause and Effect Reading 210, Sequence of Events	**Reading At Your Own Pace 205** cause and effect-effect (frames 1-75); cause and effect-word clues (frames 16-36) **Reading 210** Determining sequence by following the five steps (frames 39 – 52); Determining sequence by passage order and (frames 19 – 38)
PA-ELA-26	**Reading Informational Text**	**CC.1.2.3.E** **Grade level:** B (2nd-3rd) **CCRS:** 3.RI.5	Use text features and search tools to locate and interpret information.	Reading 201, Reading Strategies: Unit 1 Reading 440, Diagrams and Graphs	**Reading 201** Understanding headings and subheadings (frames 40 – 48); Identifying clue words that show a comparison is (frames 83 – 88) **Reading 440** Reading diagrams (frames 2 – 14); Reading circle graphs (frames 52 – 55)
PA-ELA-27	**Reading Informational Text**	**CC.1.2.3.G** **Grade level:** B (2nd-3rd) **CCRS:** RI.3.7	Use information gained from text features to demonstrate understanding of a text.	Reading 440, Diagrams and Graphs Reading 451, Maps: Unit 1	**Reading 440** Reading circle graphs (frames 52 – 55); Reading diagrams (frames 2 – 14) **Reading 451** Determining intermediate direction (frames 31 – 39); Determining distance as the crow flies (frames 47 – 48)
PA-ELA-28	**Reading Informational Text**	**CC.1.2.4.A** **Grade level:** C (4th-5th) **CCRS:** RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 201, Reading Strategies: Unit 1	**Reading 221** Identifying supporting details (frames 15 – 19); Locating the main idea in a general to example (frames 1 – 14) **Reading 201** Identifying clue words that show a comparison is (frames 83 – 88); Knowing how to contrast ideas (frames 77 – 89)
PA-ELA-29	**Reading Informational Text**	**CC.1.2.4.B** **Grade level:** C (4th-5th) **CCRS:** RI/RL.4.1	Refer to details and examples in text to support what the text says explicitly and make inferences.	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**Reading 222** Identifying supporting details (frames 41 – 54); Identifying a whole to parts paragraph (frames 3 – 13) **Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39)
PA-ELA-30	**Reading Informational Text**	**CC.1.2.4.C** **Grade level:** C (4th-5th) **CCRS:** 4.RI.3	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Reading 241, Cause and Effect: Unit 1 Reading 235, Directions and Instructions	**Reading 241** Identifying implied cause (frames 26 – 39, 51 – 62); Identifying implied effect (frames 26 – 39, 51 – 62) **Reading 235** Following instructions for doing a household task (frames 1 – 22, 53 – 59); Following directions for getting places (frames 1 – 22, 45 – 52)
PA-ELA-31	**Reading Informational Text**	**CC.1.2.4.E** **Grade level:** C (4th-5th) **CCRS:** RI.4.5	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Reading 201, Reading Strategies: Unit 1	**Reading 201** Identifying clue words that show a comparison is (frames 83 – 88); Understanding organization by cause and effect (frames 72 – 76)
PA-ELA-32	**Reading Informational Text**	**CC.1.2.4.G** **Grade level:** C (4th-5th) **CCRS:** RI.4.7	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of the text in which it appears.	Reading 440, Diagrams and Graphs Reading 445, Tables and Charts	**Reading 440** Reading circle graphs (frames 52 – 55); Reading diagrams (frames 2 – 14) **Reading 445** Finding information on a mileage chart (frames 24 – 29); Finding information on a phone rate chart (frames 30 – 32)
PA-ELA-33	**Reading Informational Text**	**CC.1.2.5.A** **Grade level:** C (4th-5th) **CCRS:** RI.4.2	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading 201, Reading Strategies: Unit 1	**Reading 222** Identifying supporting details (frames 41 – 54); Identifying the main idea of a whole to parts (frames 3 – 13) **Reading 201** Identifying clue words that show a comparison is (frames 83 – 88); Knowing how to contrast ideas (frames 77 – 89)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-34	**Reading Informational Text**	**CC.1.2.5.B** **Grade level:** C (4th-5th) **CCRS:** RI/RL.5.1	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**Reading 222** Identifying supporting details (frames 41 – 54); Identifying a whole to parts paragraph (frames 3 – 13) **Reading At Your Own Pace 215** evidence (frames 11-12); generalizations (frames 19; 19-39)
PA-ELA-35	**Reading Informational Text**	**CC.1.2.5.C** **Grade level:** C (4th-5th) **CCRS:** RI.4.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Reading 241, Cause and Effect: Unit 1 Reading 210, Sequence of Events	**Reading 241** Identifying implied cause (frames 26 – 39, 51 – 62); Identifying implied effect (frames 26 – 39, 51 – 62) **Reading 210** Determining sequence by passage order and (frames 19 – 38); Determining sequence by clue words (frames 24 – 38)
PA-ELA-36	**Reading Informational Text**	**CC.1.2.5.E** **Grade level:** C (4th-5th) **CCRS:** RI.5.5	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Reading 201, Reading Strategies: Unit 1	**Reading 201** Understanding organization by cause and effect (frames 72 – 76); Identifying clue words that show a comparison is (frames 83 – 88)
PA-ELA-37	**Reading Informational Text**	**CC.1.2.5.H** **Grade level:** C (4th-5th) **CCRS:** RI.5.8	Determine how an author supports particular points in a text through reasons and evidence.	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading 260, Writer's Purpose	**Reading 222** Identifying supporting details (frames 41 – 54); Identifying a whole to parts paragraph (frames 3 – 13) **Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Identifying the intended audience (frames 68 – 72)
PA-ELA-58	**Reading Informational Text**	**CC.1.2.6.B** **Grade level:** D (6th-8th) **CCRS:** 7.RI.1	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2	**Reading 223** Locating supporting details (frames 16 – 33); Identifying supporting details (frames 16 – 33) **Reading 202** Selecting the best reading strategy (frames 28 – 33); Recognizing the best summary of a passage (frames 34 – 54)
PA-ELA-59	**Reading Informational Text**	**CC.1.2.6.A** **Grade level:** D (6th-8th) **CCRS:** RI/RL.6.2	Determine the central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2	**Reading 223** Locating supporting details (frames 16 – 33); Locating the main idea found in the thesis (frames 17 – 33) **Reading 202** Recognizing the best summary of a passage (frames 34 – 54); Selecting the best reading strategy (frames 28 – 33)
PA-ELA-60	**Reading Informational Text**	**CC.1.2.6.C** **Grade level:** D (6th-8th) **CCRS:** RI.8.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 242, Cause and Effect: Unit 2	**Reading 223** Locating supporting details (frames 16 – 33); Locating the main idea found in the thesis (frames 17 – 33) **Reading 242** Identifying directly stated cause (frames 21 – 26); Identifying implied effect (frames 31 – 35)
PA-ELA-61	**Reading Informational Text**	**CC.1.2.6.D** **Grade level:** D (6th-8th) **CCRS:** RI.8.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Reading 260, Writer's Purpose	**Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Knowing that the writer's purpose is to entertain (frames 15 – 25)
PA-ELA-62	**Reading Informational Text**	**CC.1.2.6.E** **Grade level:** D (6th-8th) **CCRS:** 7.RI.5	Analyze the author's structure through the use of paragraphs, chapters, or sections.	Reading 202, Reading Strategies: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3	**Reading 202** Identifying the most useful addition (frames 10 – 17); Identifying irrelevant information (frames 6–9) **Reading 223** Identifying supporting details (frames 16 – 33); Choosing the best title for a passage (frames 3 – 30)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-63	**Reading Informational Text**	**CC.1.2.6.F** **Grade level:** D (6th-8th) **CCRS:** RI/RL.6.4	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Reading 130, Clue Words and Phrases in General Context Reading 120, Synonyms, Antonyms, and Figures of Speech Writing 420, Diction	**Reading 130** Understanding a comparison following the clue word (frames 66 – 72); Understanding a contrast following the clue word but (frames 46 – 65) **Reading 120** Understanding a synonym following the clue word (frames 2 – 15, 37 – 38); Understanding an antonym following the clue word (frames 16 – 38) **Writing 420** Recognizing words expressing a positive connotation; Recognizing words expressing a negative connotation (lesson objectives; answer key not machine-readable)
PA-ELA-64	**Reading Informational Text**	**CC.1.2.6.G** **Grade level:** D (6th-8th) **CCRS:** 6.RI.7	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.	Reading 445, Tables and Charts Reading 440, Diagrams and Graphs	**Reading 445** Finding information on a TV listing (frames 48 – 56); Finding information on a utility bill (frames 33 – 39) **Reading 440** Reading diagrams (frames 2 – 14); Reading circle graphs (frames 52 – 55)
PA-ELA-65	**Reading Informational Text**	**CC.1.2.6.H** **Grade level:** D (6th-8th) **CCRS:** RI.8.8	Evaluate an author's argument by examining claims and determining if they are supported by evidence.	Reading 252, Fact and Opinion: Unit 2 Reading 260, Writer's Purpose	**Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35) **Reading 260** Identifying an invalid argument that uses either / or (frames 82 – 83); Identifying an invalid argument which uses (frames 77 – 79)
PA-ELA-66	**Reading Informational Text**	**CC.1.2.6.I** **Grade level:** D (6th-8th) **CCRS:** RI.8.9	Examine how two authors present similar information in different types of text.	Reading 460, Using Information Sources Reading 470, Research and Research Projects	**Reading 460** Understanding keyword searches (frames 73 – 74); Understanding what a dictionary is (frames 7–8) **Reading 470** Understanding the difference among direct quotes,; Understanding assumptions and implications (frames 46 – 58)
PA-ELA-67	**Reading Informational Text**	**CC.1.2.6.J** **Grade level:** D (6th-8th) **CCRS:** 6.L.4	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.	Reading 130, Clue Words and Phrases in General Context Reading 125, Definitions and Explanations	**Reading 130** Understanding the definition of a homonym through (frames 2 – 23); Understanding an example following the signal phrase (frames 28 – 45) **Reading 125** Understanding a definition determined by other words (frames 64 – 68); Understanding a definition following signal word is (frames 10 – 33)
PA-ELA-68	**Reading Informational Text**	**CC.1.2.6.K** **Grade level:** D (6th-8th) **CCRS:** 6.L.4	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.	Reading 112, Suffixes: Unit 2 Reading 130, Clue Words and Phrases in General Context Reading 410, Dictionaries	**Reading 112** Understanding the suffix al (frames 36 – 44); Understanding compound words (frames 67 – 79) **Reading 130** Understanding the definition of a homonym through (frames 2 – 23); Understanding a comparison following the clue word (frames 66 – 72) **Reading 410** Choosing correct alphabetical order of a dictionary (frames 6 – 10); Using a dictionary to find an incorrectly used word (frames 48 – 55)
PA-ELA-69	**Reading Informational Text**	**CC.1.2.7.B** **Grade level:** D (6th-8th) **CCRS:** 7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2	**Reading 223** Locating supporting details (frames 16 – 33); Identifying supporting details (frames 16 – 33) **Reading 202** Selecting the best reading strategy (frames 28 – 33); Recognizing the best summary of a passage (frames 34 – 54)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-70	**Reading Informational Text**	**CC.1.2.7.A** **Grade level:** D (6th-8th) **CCRS:** 6.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Reading 223, Main Ideas and Supporting Details: Unit 3	**Reading 223** Identifying supporting details (frames 16 – 33); Locating supporting details (frames 16 – 33)
PA-ELA-71	**Reading Informational Text**	**CC.1.2.7.C** **Grade level:** D (6th-8th) **CCRS:** RI.8.3	Analyze the interactions between individuals, events, and ideas in a text.	Reading 230, Conclusions and Generalizations Reading 242, Cause and Effect: Unit 2	**Reading 230** Drawing a conclusion from available evidence (frames 1 – 32); Forming a generalization (frames 33 – 52) **Reading 242** Identifying directly stated cause (frames 21 – 26); Identifying implied effect (frames 31 – 35)
PA-ELA-72	**Reading Informational Text**	**CC.1.2.7.D** **Grade level:** D (6th-8th) **CCRS:** RH.6-8.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Reading 260, Writer's Purpose Reading 252, Fact and Opinion: Unit 2	**Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Knowing that the writer's purpose is to entertain (frames 15 – 25) **Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35)
PA-ELA-73	**Reading Informational Text**	**CC.1.2.7.E** **Grade level:** D (6th-8th) **CCRS:** 7.RI.5	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	Reading 202, Reading Strategies: Unit 2 Reading 440, Diagrams and Graphs	**Reading 202** Recognizing the best summary of a passage (frames 34 – 54); Knowing how to predict outcome (frames 18 – 27) **Reading 440** Reading circle graphs (frames 52 – 55); Reading diagrams (frames 2 – 14)
PA-ELA-74	**Reading Informational Text**	**CC.1.2.7.F** **Grade level:** D (6th-8th) **CCRS:** RI/RL.6.4	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	Reading 130, Clue Words and Phrases in General Context Reading 120, Synonyms, Antonyms, and Figures of Speech Writing 420, Diction	**Reading 130** Understanding a comparison following the clue word (frames 66 – 72); Understanding a contrast following the clue word but (frames 46 – 65) **Reading 120** Understanding a synonym following the clue word (frames 2 – 15, 37 – 38); Understanding an antonym following the clue word (frames 16 – 38) **Writing 420** Recognizing words expressing a positive connotation; Recognizing words expressing a negative connotation (lesson objectives; answer key not machine-readable)
PA-ELA-75	**Reading Informational Text**	**CC.1.2.7.G** **Grade level:** D (6th-8th) **CCRS:** RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	*Prescription in Development* *Not yet covered: comparing a text with its audio, video or multimedia version*	
PA-ELA-76	**Reading Informational Text**	**CC.1.2.7.H** **Grade level:** D (6th-8th) **CCRS:** RI.8.8	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	Reading 252, Fact and Opinion: Unit 2 Reading 260, Writer's Purpose	**Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35) **Reading 260** Identifying an invalid argument that uses either / or (frames 82 – 83); Identifying an invalid argument which uses (frames 77 – 79)
PA-ELA-77	**Reading Informational Text**	**CC.1.2.8.B** **Grade level:** D (6th-8th) **CCRS:** 7.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2	**Reading 223** Locating supporting details (frames 16 – 33); Identifying supporting details (frames 16 – 33) **Reading 202** Selecting the best reading strategy (frames 28 – 33); Identifying the most useful addition (frames 10 – 17)

Copyright © 2026 Pacesetter Education Press →pacesetterpress.com | 800-826-PACE (7223) | Proudly Producing and Perfecting Powerful, Personalized Pace Programs |

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-78	**Reading Informational Text**	**CC.1.2.8.A** **Grade level:** D (6th-8th) **CCRS:** 6.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Reading 223, Main Ideas and Supporting Details: Unit 3	**Reading 223** Identifying supporting details (frames 16 – 33); Locating supporting details (frames 16 – 33)
PA-ELA-79	**Reading Informational Text**	**CC.1.2.8.C** **Grade level:** D (6th-8th) **CCRS:** RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 242, Cause and Effect: Unit 2	**Reading 223** Locating the main idea found in the thesis (frames 17 – 33); Locating the implied main idea (frames 2, 17 – 33) **Reading 230** Drawing a conclusion from available evidence (frames 1 – 32); Forming a generalization (frames 33 – 52) **Reading 242** Identifying directly stated cause (frames 21 – 26); Identifying implied effect (frames 31 – 35)
PA-ELA-80	**Reading Informational Text**	**CC.1.2.8.D** **Grade level:** D (6th-8th) **CCRS:** RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Reading 260, Writer's Purpose Reading 252, Fact and Opinion: Unit 2	**Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Knowing that the writer's purpose is to entertain (frames 15 – 25) **Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35)
PA-ELA-81	**Reading Informational Text**	**CC.1.2.8.E** **Grade level:** D (6th-8th) **CCRS:** 7.RI.5	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Reading 202, Reading Strategies: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3	**Reading 202** Recognizing the best summary of a passage (frames 34 – 54); Knowing how to predict outcome (frames 18 – 27) **Reading 223** Locating supporting details (frames 16 – 33); Identifying supporting details (frames 16 – 33)
PA-ELA-82	**Reading Informational Text**	**CC.1.2.8.F** **Grade level:** D (6th-8th) **CCRS:** RI/RL.6.4	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.	Writing 420, Diction Reading 620, Author's Style Reading 140, Word Analogies	**Writing 420** Choosing words that match the writer's tone; Recognizing words expressing a positive connotation (lesson objectives; answer key not machine-readable) **Reading 620** Understanding the influence of culture and style (frames 57 – 64); Understanding the influence of an author's life (frames 43 – 56) **Reading 140** Understanding an analogy which shows whole / part 29 – 31; Understanding an analogy which shows antonym (frames 26 – 28)
PA-ELA-83	**Reading Informational Text**	**CC.1.2.8.H** **Grade level:** D (6th-8th) **CCRS:** RI.8.8	Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	Reading 252, Fact and Opinion: Unit 2 Reading 260, Writer's Purpose	**Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35) **Reading 260** Identifying an invalid argument that uses either / or (frames 82 – 83); Identifying an invalid argument which uses (frames 77 – 79)
PA-ELA-84	**Reading Informational Text**	**CC.1.2.9-10.A** **Grade level:** E (9th-12th) **CCRS:** RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 470, Research and Research Projects Reading Passages 1000s	**Reading 223** Locating supporting details (frames 16 – 33); Locating the main idea found in the thesis (frames 17 – 33) **Reading 470** Understanding the difference among direct quotes,; Understanding assumptions and implications (frames 46 – 58) **Reading Passages 1000** Passage Tests (comprehension items; recommended timed reading speed)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-85	**Reading Informational Text**	**CC.1.2.9-10.B** **Grade level:** E (9th-12th) **CCRS:** RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects Reading Passages 1000s	**Reading 223** Locating supporting details (frames 16 – 33); Identifying supporting details (frames 16 – 33) **Reading 230** Drawing a conclusion from available evidence (frames 1 – 32); Forming a generalization (frames 33 – 52) **Reading 470** Understanding assumptions and implications (frames 46 – 58); Knowing questions to evaluate sources (frames 26 – 49) **Reading Passages 1000** Passage Tests (comprehension items; recommended timed reading speed)
PA-ELA-86	**Reading Informational Text**	**CC.1.2.9-10.D** **Grade level:** E (9th-12th) **CCRS:** RI.9-10.6	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Reading 260, Writer's Purpose Reading 620, Author's Style Lessons in Things 330, The 4-7-8 Breathing Method and the Trojan Seme Reading Passages 1100s	**Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Knowing that the writer's purpose is to entertain (frames 15 – 25) **Reading 620** Understanding syntax (frames 32 – 42); Understanding diction (frames 5 – 17) **Lessons in Things 330** Trojan Seme definition; Trojan Seme recognition **Reading Passages 1100** Passage Tests (comprehension items; recommended timed reading speed)
PA-ELA-87	**Reading Informational Text**	**CC.1.2.9-10.H** **Grade level:** E (9th-12th) **CCRS:** RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	Reading 252, Fact and Opinion: Unit 2 Reading 260, Writer's Purpose Lessons in Things 325, Logical Lorem Ipsum Reading Passages 1100s	**Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35) **Reading 260** Identifying an invalid argument that uses either / or (frames 82 – 83); Identifying an invalid argument which uses (frames 77 – 79) **Lessons in Things 325** Proof vs. argument; Cause words — load-bearing elements **Reading Passages 1100** Passage Tests (comprehension items; recommended timed reading speed)
PA-ELA-88	**Reading Informational Text**	**CC.1.2.11-12.B** **Grade level:** E (9th-12th) **CCRS:** RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects Reading Passages 1000s	**Reading 223** Locating supporting details (frames 16 – 33); Identifying supporting details (frames 16 – 33) **Reading 230** Drawing a conclusion from available evidence (frames 1 – 32); Forming a generalization (frames 33 – 52) **Reading 470** Understanding assumptions and implications (frames 46 – 58); Knowing questions to evaluate sources (frames 26 – 49) **Reading Passages 1000** Passage Tests (comprehension items; recommended timed reading speed)
PA-ELA-89	**Reading Informational Text**	**CC.1.2.11-12.A** **Grade level:** E (9th-12th) **CCRS:** RI.11-12.2	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 470, Research and Research Projects Reading Passages 1000s	**Reading 223** Locating the main idea found in the thesis (frames 17 – 33); Locating the implied main idea (frames 2, 17 – 33) **Reading 470** Understanding the difference among direct quotes,; Understanding assumptions and implications (frames 46 – 58) **Reading Passages 1000** Passage Tests (comprehension items; recommended timed reading speed)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-90	**Reading Informational Text**	**CC.1.2.11-12.D** **Grade level:** E (9th-12th) **CCRS:** RI.11-12.6	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Reading 260, Writer's Purpose Reading 620, Author's Style Reading Passages 1100s	**Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Knowing that the writer's purpose is to entertain (frames 15 – 25) **Reading 620** Understanding the influence of culture and style (frames 57 – 64); Understanding the influence of an author's life (frames 43 – 56) **Reading Passages 1100** Passage Tests (comprehension items; recommended timed reading speed)
PA-ELA-91	**Reading Informational Text**	**CC.1.2.11-12.H** **Grade level:** E (9th-12th) **CCRS:** RI.11-12.8	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Reading 252, Fact and Opinion: Unit 2 Reading 260, Writer's Purpose Lessons in Things 325, Logical Lorem Ipsum Reading Passages 1200s	**Reading 252** Identifying negative bias in headlines (frames 33 – 35); Identifying neutral statements (frames 17 – 35) **Reading 260** Identifying an invalid argument that uses either / or (frames 82 – 83); Identifying an invalid argument which uses (frames 77 – 79) **Lessons in Things 325** Proof vs. argument; Cause words — load-bearing elements **Reading Passages 1200** Passage Tests (comprehension items; recommended timed reading speed)

Reading Literature (23 items)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-38	**Reading Literature**	**CC.1.3.K.A** **Grade level:** A (K-1st) **CCRS:** RL.K.2	With prompting and support, retell familiar stories including key details.	Reading At Your Own Pace 200, Introduction to Character English At Your Own Pace 225, Sentence Sequence *Not yet covered: retelling a story with key details at a K-1 reading level*	**Reading At Your Own Pace 200** feeling (frames 4-13); motive (frames 14-22) **English At Your Own Pace 225** logical time order with and (frames 1-23)
PA-ELA-39	**Reading Literature**	**CC.1.3.1.A** **Grade level:** A (K-1st) **CCRS:** RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Reading At Your Own Pace 200, Introduction to Character English At Your Own Pace 225, Sentence Sequence *Not yet covered: retelling a story with key details at a K-1 reading level*	**Reading At Your Own Pace 200** feeling (frames 4-13); motive (frames 14-22) **English At Your Own Pace 225** logical time order with and (frames 1-23)
PA-ELA-40	**Reading Literature**	**CC.1.3.2.A** **Grade level:** B (2nd-3rd) **CCRS:** RL.2.2	Recount stories and determine their central message, lesson, or moral.	Reading 210, Sequence of Events Reading 221, Main Ideas and Supporting Details: Unit 1	**Reading 210** Determining sequence by passage order and (frames 19 – 38); Determining sequence by clue words (frames 24 – 38) **Reading 221** Identifying supporting details (frames 15 – 19); Identifying a general to example paragraph (frames 41 – 47)
PA-ELA-41	**Reading Literature**	**CC.1.3.2.B** **Grade level:** B (2nd-3rd) **CCRS:** RI/RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Reading 210, Sequence of Events Reading At Your Own Pace 200, Introduction to Character	**Reading 210** Determining sequence by passage order and (frames 19 – 38); Determining sequence by clue words (frames 24 – 38) **Reading At Your Own Pace 200** feeling (frames 4-13); motive (frames 14-22)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-42	**Reading Literature**	**CC.1.3.3.A** **Grade level:** B (2nd-3rd) **CCRS:** 3.RL.2	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 600, Types of Literature	**Reading 221** Identifying supporting details (frames 15 – 19); Identifying a general to example paragraph (frames 41 – 47) **Reading 600** Identifying the characteristics of a poem (frames 3–9); Identifying an autobiography (frames 20 – 24)
PA-ELA-43	**Reading Literature**	**CC.1.3.3.B** **Grade level:** B (2nd-3rd) **CCRS:** RL.2.1	Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading At Your Own Pace 200, Introduction to Character	**Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39) **Reading At Your Own Pace 200** feeling (frames 4-13); motive (frames 14-22)
PA-ELA-44	**Reading Literature**	**CC.1.3.4.A** **Grade level:** C (4th-5th) **CCRS:** 4.RL.2	Determine a theme of a text from details in the text; summarize the text.	Reading 610, Techniques of Prose and Drama Reading 222, Main Ideas and Supporting Details: Unit 2	**Reading 610** Understanding theme (frames 15 – 17); Knowing the different parts of a story (frames 2 – 14) **Reading 222** Identifying supporting details (frames 41 – 54); Identifying a whole to parts paragraph (frames 3 – 13)
PA-ELA-45	**Reading Literature**	**CC.1.3.4.B** **Grade level:** C (4th-5th) **CCRS:** RI/RL.4.1	Cite relevant details from text to support what the text says explicitly and make inferences.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading At Your Own Pace 200, Introduction to Character	**Reading At Your Own Pace 215** generalizations (frames 19; 19-39); conclusions (frames 1-18, 30-39) **Reading At Your Own Pace 200** feeling (frames 4-13); motive (frames 14-22)
PA-ELA-46	**Reading Literature**	**CC.1.3.5.A** **Grade level:** C (4th-5th) **CCRS:** RL.4.2	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.	Reading 610, Techniques of Prose and Drama Reading 615, Elements of Literary Character	**Reading 610** Knowing the different parts of a story (frames 2 – 14); Understanding theme (frames 15 – 17) **Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Identifying direct characterization (frames 5–8)
PA-ELA-47	**Reading Literature**	**CC.1.3.5.B** **Grade level:** C (4th-5th) **CCRS:** RI/RL.5.1	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Reading 615, Elements of Literary Character Reading At Your Own Pace 215, Conclusions and Generalizations	**Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Identifying direct characterization (frames 5–8) **Reading At Your Own Pace 215** evidence (frames 11-12); generalizations (frames 19; 19-39)
PA-ELA-92	**Reading Literature**	**CC.1.3.6.A** **Grade level:** D (6th-8th) **CCRS:** 6.RL.2	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.	Reading 610, Techniques of Prose and Drama Reading 223, Main Ideas and Supporting Details: Unit 3	**Reading 610** Understanding theme (frames 15 – 17); Knowing the different parts of a story (frames 2 – 14) **Reading 223** Identifying supporting details (frames 16 – 33); Locating supporting details (frames 16 – 33)
PA-ELA-93	**Reading Literature**	**CC.1.3.6.B** **Grade level:** D (6th-8th) **CCRS:** 7.RL.1	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.	Reading 615, Elements of Literary Character Reading 202, Reading Strategies: Unit 2	**Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Recognizing a character trait revealed through (frames 4 – 19) **Reading 202** Selecting the best reading strategy (frames 28 – 33); Recognizing the best summary of a passage (frames 34 – 54)
PA-ELA-94	**Reading Literature**	**CC.1.3.6.C** **Grade level:** D (6th-8th) **CCRS:** RL.6.3	Describe how a particular story 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.	Reading 610, Techniques of Prose and Drama Reading 615, Elements of Literary Character	**Reading 610** Knowing the different parts of a story (frames 2 – 14); Knowing the definition of plot (frames 2 – 14) **Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Identifying direct characterization (frames 5–8)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-95	**Reading Literature**	**CC.1.3.6.D** **Grade level:** D (6th-8th) **CCRS:** RL.6.6	Determine an author's purpose in a text and explain how it is conveyed in a text.	Reading 260, Writer's Purpose Reading 620, Author's Style	**Reading 260** Knowing that the writer's purpose is to persuade (frames 75 – 88); Knowing that the writer's purpose is to entertain (frames 15 – 25) **Reading 620** Understanding the influence of an author's life (frames 43 – 56); Understanding syntax (frames 32 – 42)
PA-ELA-96	**Reading Literature**	**CC.1.3.6.E** **Grade level:** D (6th-8th) **CCRS:** RL.6.5	Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Reading 610, Techniques of Prose and Drama	**Reading 610** Knowing the different parts of a story (frames 2 – 14); Understanding theme (frames 15 – 17)
PA-ELA-97	**Reading Literature**	**CC.1.3.6.F** **Grade level:** D (6th-8th) **CCRS:** RI/RL.6.4	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Reading 605, Techniques of Poetry Reading 120, Synonyms, Antonyms, and Figures of Speech	**Reading 605** Identifying literal language (frames 66 – 68); Understanding different types of poetry (frames 2 – 19) **Reading 120** Understanding a synonym following the clue word (frames 2 – 15, 37 – 38); Understanding an antonym following the clue word (frames 16 – 38)
PA-ELA-98	**Reading Literature**	**CC.1.3.7.A** **Grade level:** D (6th-8th) **CCRS:** 6.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Reading 610, Techniques of Prose and Drama Reading 202, Reading Strategies: Unit 2	**Reading 610** Understanding theme (frames 15 – 17); Knowing the different parts of a story (frames 2 – 14) **Reading 202** Recognizing the best summary of a passage (frames 34 – 54); Knowing how to predict outcome (frames 18 – 27)
PA-ELA-99	**Reading Literature**	**CC.1.3.7.B** **Grade level:** D (6th-8th) **CCRS:** 7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	Reading 615, Elements of Literary Character Reading 202, Reading Strategies: Unit 2	**Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Recognizing a character trait revealed through (frames 4 – 19) **Reading 202** Selecting the best reading strategy (frames 28 – 33); Recognizing the best summary of a passage (frames 34 – 54)
PA-ELA-100	**Reading Literature**	**CC.1.3.8.A** **Grade level:** D (6th-8th) **CCRS:** 6.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Reading 610, Techniques of Prose and Drama Reading 615, Elements of Literary Character	**Reading 610** Understanding theme (frames 15 – 17); Knowing the definition of plot (frames 2 – 14) **Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Identifying direct characterization (frames 5–8)
PA-ELA-101	**Reading Literature**	**CC.1.3.8.B** **Grade level:** D (6th-8th) **CCRS:** 7.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	Reading 615, Elements of Literary Character Reading 202, Reading Strategies: Unit 2	**Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Recognizing a character trait revealed through (frames 4 – 19) **Reading 202** Selecting the best reading strategy (frames 28 – 33); Identifying the most useful addition (frames 10 – 17)
PA-ELA-102	**Reading Literature**	**CC.1.3.8.C** **Grade level:** D (6th-8th) **CCRS:** RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Reading 610, Techniques of Prose and Drama Reading 615, Elements of Literary Character	**Reading 610** Knowing the different parts of a story (frames 2 – 14); Understanding theme (frames 15 – 17) **Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Identifying direct characterization (frames 5–8)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-103	**Reading Literature**	**CC.1.3.9-10.A** **Grade level:** E (9th-12th) **CCRS:** RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading 600, Types of Literature Reading 610, Techniques of Prose and Drama Reading Passages 1000s	**Reading 600** Identifying fiction (fable) (frames 29 – 32); Identifying the characteristics of a poem (frames 3–9) **Reading 610** Understanding theme (frames 15 – 17); Knowing the different parts of a story (frames 2 – 14) **Reading Passages 1000** Passage Tests (comprehension items; recommended timed reading speed)
PA-ELA-104	**Reading Literature**	**CC.1.3.9-10.B** **Grade level:** E (9th-12th) **CCRS:** RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Reading 610, Techniques of Prose and Drama Reading 615, Elements of Literary Character Reading Passages 1000s	**Reading 610** Knowing the different parts of a story (frames 2 – 14); Understanding theme (frames 15 – 17) **Reading 615** Recognizing a character's motive revealed through (frames 20 – 32; 6–8); Identifying direct characterization (frames 5–8) **Reading Passages 1000** Passage Tests (comprehension items; recommended timed reading speed)

Writing (35 items)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-48	**Writing**	**CC.1.4.K.A** **Grade level:** A (K-1st) **CCRS:** W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	English At Your Own Pace 215, Introduction to Paragraphs	**English At Your Own Pace 215** selecting the best topic sentence (frames 1-15); selecting the body of the paragraph (frames 16-22)
PA-ELA-49	**Writing**	**CC.1.4.1.A** **Grade level:** A (K-1st) **CCRS:** 3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**English At Your Own Pace 215** selecting the body of the paragraph (frames 16-22); selecting the best topic sentence (frames 1-15) **English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12)
PA-ELA-50	**Writing**	**CC.1.4.2.A** **Grade level:** B (2nd-3rd) **CCRS:** W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**English At Your Own Pace 215** selecting the body of the paragraph (frames 16-22); selecting the best topic sentence (frames 1-15) **English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12)
PA-ELA-51	**Writing**	**CC.1.4.2.G** **Grade level:** B (2nd-3rd) **CCRS:** 3.W.1.b	Write opinion pieces on familiar topics or texts.	English At Your Own Pace 220, Paragraph Development Reading At Your Own Pace 210, Fact and Opinion	**English At Your Own Pace 220** selecting topic sentences (frames 1-12); further developing the topic (frames 22-30) **Reading At Your Own Pace 210** opinion-value words (frames 8-29); fact and opinion (frames 15-22, 30-66)
PA-ELA-52	**Writing**	**CC.1.4.3.A** **Grade level:** B (2nd-3rd) **CCRS:** 3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	English At Your Own Pace 220, Paragraph Development Writing 520, Composing Paragraphs	**English At Your Own Pace 220** further developing the topic (frames 22-30); selecting topic sentences (frames 1-12) **Writing 520** Using transition words in a paragraph; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-53	**Writing**	**CC.1.4.3.G** **Grade level:** B (2nd-3rd) **CCRS:** 3.W.1.b	Write opinion pieces on familiar topics or texts.	English At Your Own Pace 220, Paragraph Development Reading At Your Own Pace 210, Fact and Opinion	**English At Your Own Pace 220** selecting topic sentences (frames 1-12); further developing the topic (frames 22-30) **Reading At Your Own Pace 210** opinion-value words (frames 8-29); fact and opinion (frames 15-22, 30-66)
PA-ELA-54	**Writing**	**CC.1.4.4.A** **Grade level:** C (4th-5th) **CCRS:** 4.W.2.a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing 520, Composing Paragraphs Writing 240, Facts, Details, and Examples	**Writing 520** Developing complete sentences from a list of supporting details; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable) **Writing 240** Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-55	**Writing**	**CC.1.4.4.G** **Grade level:** C (4th-5th) **CCRS:** W.5.1	Write opinion pieces on topics or texts.	Writing 520, Composing Paragraphs Writing 240, Facts, Details, and Examples	**Writing 520** Developing complete sentences from a list of supporting details; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable) **Writing 240** Identifying the topic sentence in a paragraph; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-56	**Writing**	**CC.1.4.5.A** **Grade level:** C (4th-5th) **CCRS:** 4.W.2.a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing 520, Composing Paragraphs Writing 240, Facts, Details, and Examples	**Writing 520** Developing complete sentences from a list of supporting details; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable) **Writing 240** Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-57	**Writing**	**CC.1.4.5.G** **Grade level:** C (4th-5th) **CCRS:** W.5.1	Write opinion pieces on topics or texts.	Writing 520, Composing Paragraphs Writing 240, Facts, Details, and Examples	**Writing 520** Developing complete sentences from a list of supporting details; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable) **Writing 240** Identifying the topic sentence in a paragraph; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-105	**Writing**	**CC.1.4.6.A** **Grade level:** D (6th-8th) **CCRS:** W/WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing 530, Composing Essays Writing 520, Composing Paragraphs Writing 240, Facts, Details, and Examples	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 520** Developing complete sentences from a list of supporting details; Using transition words in a paragraph (lesson objectives; answer key not machine-readable) **Writing 240** Identifying a well-developed paragraph; Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph (lesson objectives; answer key not machine-readable)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-106	**Writing**	**CC.1.4.6.B** **Grade level:** D (6th-8th) **CCRS:** 7.W.2.a 6-8.WHST.2.a	Identify and introduce the topic for the intended audience.	Writing 520, Composing Paragraphs Writing 530, Composing Essays	**Writing 520** Developing complete sentences from a list of supporting details; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable) **Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable)
PA-ELA-107	**Writing**	**CC.1.4.6.C** **Grade level:** D (6th-8th) **CCRS:** W and WHST.6 through 8.2b	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Writing 240, Facts, Details, and Examples Writing 230, Concrete and Specific Language	**Writing 240** Identifying a supporting sentence in a paragraph; Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph (lesson objectives; answer key not machine-readable) **Writing 230** Identifying general and specific sentences; Defining abstract and concrete language (lesson objectives; answer key not machine-readable)
PA-ELA-108	**Writing**	**CC.1.4.6.D** **Grade level:** D (6th-8th) **CCRS:** W.6.2	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts ...	Language 310, Arranging Paragraphs Language 320, Transition Words and Phrases Writing 520, Composing Paragraphs	**Language 310** identifying unrelated ideas (frames 28 - 32, 38 - 40); identifying the best topic sentence **Language 320** using therefore to link sentences showing cause and effect (frames 2 - 12); using because to link sentence parts showing cause and effect (frames 2 - 12) **Writing 520** Using transition words in a paragraph; Developing complete sentences from a list of supporting details (lesson objectives; answer key not machine-readable)
PA-ELA-109	**Writing**	**CC.1.4.6.E** **Grade level:** D (6th-8th) **CCRS:** L.6.3	Write with an awareness of the stylistic aspects of composition.	Writing 230, Concrete and Specific Language Writing 420, Diction	**Writing 230** Defining general and specific language; Identifying general and specific words (lesson objectives; answer key not machine-readable) **Writing 420** Identifying three levels of diction; Identifying the level of diction appropriate for a particular audience (lesson objectives; answer key not machine-readable)
PA-ELA-110	**Writing**	**CC.1.4.6.F** **Grade level:** D (6th-8th) **CCRS:** 6.L.2	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Language 610, Commas I Language 630, Commas III Language 700, Capitalization Language 800, Proofreading	**Language 610** series of nouns (frames 1-7); use of comma with introductory clause (frames 44 - 50) **Language 630** interrupting word in the middle of a sentence (frames 14 - 16, 48 - 54); dependent clause in the middle of a sentence (frames 21 - 24, 39 - 54) **Language 700** capitalize first word of a sentence (frames 5-7); capitalize the first word of the salutation **Language 800** spelling / omitted words (frames 73 - 77); run-on sentences (frames 27 - 31)
PA-ELA-111	**Writing**	**CC.1.4.6.G** **Grade level:** D (6th-8th) **CCRS:** 7.W.1.a	Write arguments to support claims.	Writing 530, Composing Essays Writing 240, Facts, Details, and Examples	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 240** Distinguishing assertion sentences from supporting sentences; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-112	**Writing**	**CC.1.4.6.H** **Grade level:** D (6th-8th) **CCRS:** 7.W.1.a	Introduce and state an opinion on a topic.	Writing 530, Composing Essays Writing 520, Composing Paragraphs	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 520** Developing complete sentences from a list of supporting details; Explaining the introductory paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-113	**Writing**	**CC.1.4.6.I** **Grade level:** D (6th-8th) **CCRS:** W.7.1	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Writing 240, Facts, Details, and Examples Reading 470, Research and Research Projects	**Writing 240** Distinguishing assertion sentences from supporting sentences; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable) **Reading 470** Knowing questions to evaluate sources (frames 26 – 49); Understanding the difference among direct quotes,
PA-ELA-114	**Writing**	**CC.1.4.6.J** **Grade level:** D (6th-8th) **CCRS:** 6.W.4	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	Language 320, Transition Words and Phrases Writing 320, Combining with Conjunctive Adverbs Writing 530, Composing Essays	**Language 320** using for instance to link a general sentence with an example (frames 39 - 44); using then to link sentences showing time relationships (frames 13 - 19) **Writing 320** Punctuating sentences with conjunctive adverbs; Choosing the appropriate conjunctive adverb for combining (lesson objectives; answer key not machine-readable) **Writing 530** Explaining the use of transition words to connect paragraphs in an essay; Defining introduction, supporting paragraphs, and conclusion of an essay (lesson objectives; answer key not machine-readable)
PA-ELA-115	**Writing**	**CC.1.4.6.U** **Grade level:** D (6th-8th) **CCRS:** W.7.6	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.	Reading 465, Using the Internet Writing 500, Introducing the Writing Process	**Reading 465** Understanding the Internet (frames 1–3); Evaluating a website (frames 38 – 56) **Writing 500** Explaining prewriting; Defining composing (lesson objectives; answer key not machine-readable)
PA-ELA-116	**Writing**	**CC.1.4.6.V** **Grade level:** D (6th-8th) **CCRS:** W.7.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Reading 470, Research and Research Projects	**Reading 470** Knowing questions to evaluate sources (frames 26 – 49); Knowing resources for research (frames 21 – 39)
PA-ELA-117	**Writing**	**CC.1.4.6.W** **Grade level:** D (6th-8th) **CCRS:** W.6.8	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.	Reading 470, Research and Research Projects Reading 465, Using the Internet	**Reading 470** Knowing questions to evaluate sources (frames 26 – 49); Knowing the definition of plagiarism (frames 74 – 78) **Reading 465** Understanding plagiarism (frames 57 – 62); Evaluating a website (frames 38 – 56)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-118	**Writing**	**CC.1.4.7.A** **Grade level:** D (6th-8th) **CCRS:** W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing 530, Composing Essays Writing 240, Facts, Details, and Examples Language 320, Transition Words and Phrases	**Writing 530** Distinguishing between descriptive, explanatory, narrative, and persuasive topics; Defining introduction, supporting paragraphs, and conclusion of an essay (lesson objectives; answer key not machine-readable) **Writing 240** Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph; Distinguishing assertion sentences from supporting sentences (lesson objectives; answer key not machine-readable) **Language 320** using for instance to link a general sentence with an example (frames 39 - 44); using therefore to link sentences showing cause and effect (frames 2 - 12)
PA-ELA-119	**Writing**	**CC.1.4.7.C** **Grade level:** D (6th-8th) **CCRS:** W and WHST.6 through 8.2b	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Writing 240, Facts, Details, and Examples Writing 230, Concrete and Specific Language	**Writing 240** Identifying a supporting sentence in a paragraph; Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph (lesson objectives; answer key not machine-readable) **Writing 230** Identifying general and specific sentences; Defining abstract and concrete language (lesson objectives; answer key not machine-readable)
PA-ELA-120	**Writing**	**CC.1.4.7.G** **Grade level:** D (6th-8th) **CCRS:** 7.W.1.a	Write arguments to support claims.	Writing 530, Composing Essays Writing 240, Facts, Details, and Examples	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 240** Distinguishing assertion sentences from supporting sentences; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-121	**Writing**	**CC.1.4.7.I** **Grade level:** D (6th-8th) **CCRS:** W.7.1	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	Writing 530, Composing Essays Writing 240, Facts, Details, and Examples	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 240** Identifying a supporting sentence in a paragraph; Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-122	**Writing**	**CC.1.4.7.J** **Grade level:** D (6th-8th) **CCRS:** 6.W.4	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion ...	Language 320, Transition Words and Phrases Writing 320, Combining with Conjunctive Adverbs Writing 530, Composing Essays	**Language 320** using for instance to link a general sentence with an example (frames 39 - 44); using then to link sentences showing time relationships (frames 13 - 19) **Writing 320** Punctuating sentences with conjunctive adverbs; Choosing the appropriate conjunctive adverb for combining (lesson objectives; answer key not machine-readable) **Writing 530** Explaining the use of transition words to connect paragraphs in an essay; Defining introduction, supporting paragraphs, and conclusion of an essay (lesson objectives; answer key not machine-readable)

ID	PA Core Domain	Standard ID & CCRS	Descriptor	Pace Prescription	Pace Mastery Check
PA-ELA-123	**Writing**	**CC.1.4.7.W** **Grade level:** D (6th-8th) **CCRS:** W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source ...	Reading 470, Research and Research Projects Reading 465, Using the Internet	**Reading 470** Knowing questions to evaluate sources (frames 26 – 49); Knowing resources for research (frames 21 – 39) **Reading 465** Understanding library catalog searches (frames 27 – 37); Using online job search engines (frames 17 – 26)
PA-ELA-124	**Writing**	**CC.1.4.8.A** **Grade level:** D (6th-8th) **CCRS:** W/WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing 530, Composing Essays Writing 240, Facts, Details, and Examples	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 240** Identifying a well-developed paragraph; Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-125	**Writing**	**CC.1.4.8.C** **Grade level:** D (6th-8th) **CCRS:** W and WHST.6 through 8.2b	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Writing 240, Facts, Details, and Examples Writing 230, Concrete and Specific Language	**Writing 240** Identifying a well-developed paragraph; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable) **Writing 230** Identifying general and specific sentences; Defining abstract and concrete language (lesson objectives; answer key not machine-readable)
PA-ELA-126	**Writing**	**CC.1.4.8.G** **Grade level:** D (6th-8th) **CCRS:** 7.W.1.a	Write arguments to support claims.	Writing 530, Composing Essays Writing 240, Facts, Details, and Examples	**Writing 530** Defining introduction, supporting paragraphs, and conclusion of an essay; Explaining the use of transition words to connect paragraphs in an essay (lesson objectives; answer key not machine-readable) **Writing 240** Distinguishing assertion sentences from supporting sentences; Identifying a supporting sentence in a paragraph (lesson objectives; answer key not machine-readable)
PA-ELA-127	**Writing**	**CC.1.4.8.I** **Grade level:** D (6th-8th) **CCRS:** W.7.1	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	Writing 240, Facts, Details, and Examples Reading 470, Research and Research Projects	**Writing 240** Identifying a supporting sentence in a paragraph; Identifying topic and supporting sentences in a descriptive, narrative, explanatory, and persuasive paragraph (lesson objectives; answer key not machine-readable) **Reading 470** Knowing questions to evaluate sources (frames 26 – 49); Understanding the difference among direct quotes,
PA-ELA-128	**Writing**	**CC.1.4.8.U** **Grade level:** D (6th-8th) **CCRS:** W.7.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Reading 465, Using the Internet Writing 500, Introducing the Writing Process	**Reading 465** Understanding the Internet (frames 1–3); Evaluating a website (frames 38 – 56) **Writing 500** Explaining prewriting; Defining composing (lesson objectives; answer key not machine-readable)
PA-ELA-129	**Writing**	**CC.1.4.8.W** **Grade level:** D (6th-8th) **CCRS:** W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source ...	Reading 470, Research and Research Projects Reading 465, Using the Internet	**Reading 470** Knowing questions to evaluate sources (frames 26 – 49); Understanding the difference among direct quotes, **Reading 465** Understanding library catalog searches (frames 27 – 37); Understanding search engines (frames 3 – 16)