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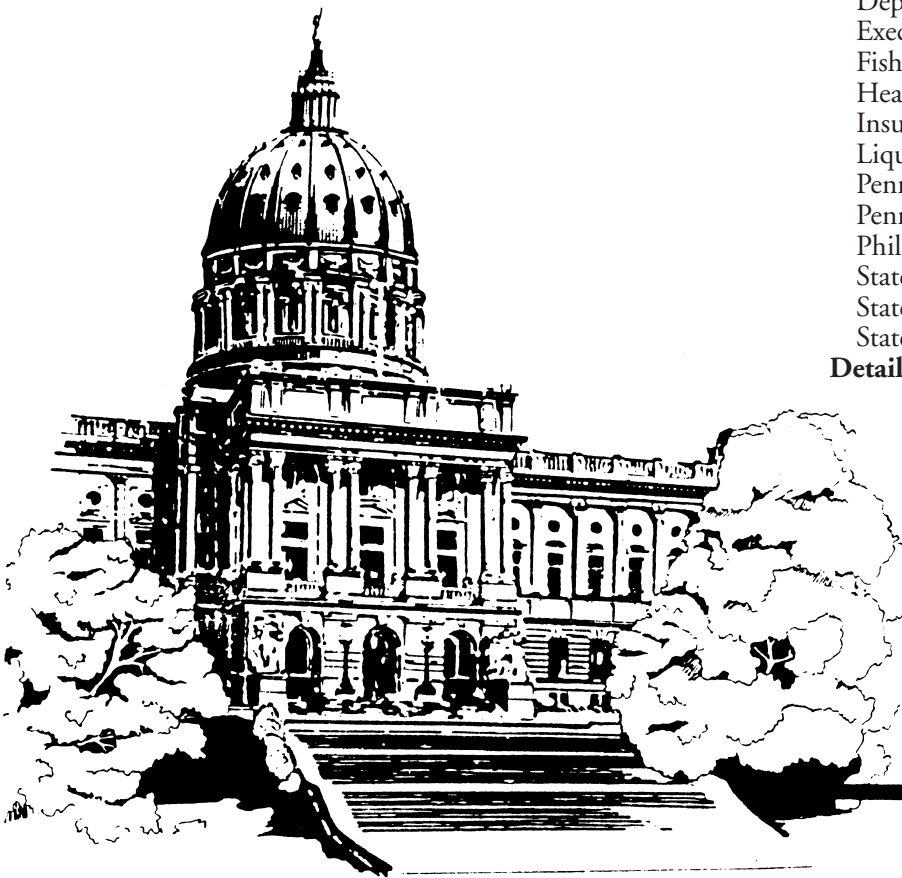
# PENNSYLVANIA BULLETIN

Volume 44  
Saturday, March 1, 2014 • Harrisburg, PA  
Number 9  
Pages 1113—1300

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The Governor  
The Courts  
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Department of Environmental Protection  
Department of General Services  
Department of Health  
Department of Labor and Industry  
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Pennsylvania Public Utility Commission  
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**Latest Pennsylvania Code Reporters  
(Master Transmittal Sheets):**

**No. 472, March 2014**

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# READER'S GUIDE TO THE PENNSYLVANIA BULLETIN AND PENNSYLVANIA CODE

## *Pennsylvania Bulletin*

The *Pennsylvania Bulletin* is the official gazette of the Commonwealth of Pennsylvania. It is published every week and includes a table of contents. A cumulative subject matter index is published quarterly.

The *Pennsylvania Bulletin* serves several purposes. First, it is the temporary supplement to the *Pennsylvania Code*, which is the official codification of agency rules and regulations and other statutorily authorized documents. Changes in the codified text, whether by adoption, amendment, repeal or emergency action must be published in the *Pennsylvania Bulletin*. Further, agencies proposing changes to the codified text do so in the *Pennsylvania Bulletin*.

Second, the *Pennsylvania Bulletin* also publishes: Governor's Executive Orders; State Contract Notices; Summaries of Enacted Statutes; Statewide and Local Court Rules; Attorney General Opinions; Motor Carrier Applications before the Pennsylvania Public Utility Commission; Applications and Actions before the Department of Environmental Protection; Orders of the Independent Regulatory Review Commission; and other documents authorized by law.

The text of certain documents published in the *Pennsylvania Bulletin* is the only valid and enforceable text. Courts are required to take judicial notice of the *Pennsylvania Bulletin*.

### **Adoption, Amendment or Repeal of Regulations**

Generally an agency wishing to adopt, amend or repeal regulations must first publish in the *Pennsylvania Bulletin* a Notice of Proposed Rulemaking. There are limited instances when the agency may omit the proposal step; it still must publish the adopted version.

The Notice of Proposed Rulemaking contains the full text of the change, the agency contact person, a fiscal note required by law and background for the action.

The agency then allows sufficient time for public comment before taking final action. An adopted proposal must be published in the *Pennsylvania Bulletin* before it can take effect. If the agency

wishes to adopt changes to the Notice of Proposed Rulemaking to enlarge the scope, it must repropose.

### **Citation to the *Pennsylvania Bulletin***

Cite material in the *Pennsylvania Bulletin* by volume number, a page number and date. Example: Volume 1, *Pennsylvania Bulletin*, page 801, January 9, 1971 (short form: 1 Pa.B. 801 (January 9, 1971)).

### ***Pennsylvania Code***

The *Pennsylvania Code* is the official codification of rules and regulations issued by Commonwealth agencies and other statutorily authorized documents. The *Pennsylvania Bulletin* is the temporary supplement to the *Pennsylvania Code*, printing changes as soon as they occur. These changes are then permanently codified by the *Pennsylvania Code Reporter*, a monthly, loose-leaf supplement.

The *Pennsylvania Code* is cited by title number and section number. Example: Title 10 *Pennsylvania Code*, § 1.1 (short form: 10 Pa. Code § 1.1).

Under the *Pennsylvania Code* codification system, each regulation is assigned a unique number by title and section. Titles roughly parallel the organization of Commonwealth government. Title 1 *Pennsylvania Code* lists every agency and its corresponding *Code* title location.

### **How to Find Documents**

Search for your area of interest in the *Pennsylvania Code*. The *Pennsylvania Code* is available at [www.pacode.com](http://www.pacode.com).

Source Notes give you the history of the documents. To see if there have been recent changes, not yet codified, check the List of *Pennsylvania Code* Chapters Affected in the most recent issue of the *Pennsylvania Bulletin*.

A chronological table of the history of *Pennsylvania Code* sections may be found at [www.legis.state.pa.us](http://www.legis.state.pa.us).

The *Pennsylvania Bulletin* also publishes a quarterly List of Pennsylvania Code Sections Affected which lists the regulations in numerical order, followed by the citation to the *Pennsylvania Bulletin* in which the change occurred. The *Pennsylvania Bulletin* is available at [www.pabulletin.com](http://www.pabulletin.com).

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Material proposed to be added to an existing rule or regulation is printed in **bold face** and material proposed to be deleted from such a rule or regulation is enclosed in brackets [ ] and printed in **bold face**. Asterisks indicate ellipsis of *Pennsylvania Code* text retained without change. Proposed new or additional regulations are printed in ordinary style face.

#### **Fiscal Notes**

Section 612 of The Administrative Code of 1929 (71 P. S. § 232) requires that the Office of Budget prepare a fiscal note for regulatory actions and administrative procedures of the administrative departments, boards, commissions or authorities receiving money from the State Treasury stating whether the proposed action or procedure causes a loss of revenue or an increase in the cost of programs for the Commonwealth or its political subdivisions; that the fiscal note be published in the *Pennsylvania Bulletin* at the same time as the proposed change is advertised; and that the fiscal note shall provide the following information: (1) the designation of the fund out of which the appropriation providing for expenditures under the action or procedure shall be made; (2) the probable cost for the fiscal year the program is implemented; (3) projected cost estimate of the program for each of the five succeeding fiscal years; (4) fiscal history of the program for which expenditures are to be made; (5) probable loss of revenue for the fiscal year of its implementation; (6) projected loss of revenue from the program for each of the five succeeding fiscal years; (7) line item, if any, of the General Appropriation Act or other appropriation act out of which expenditures or losses of Commonwealth funds shall occur as a result of the action or procedures; (8) recommendation, if any, of the Secretary of the Budget and the reasons therefor.

The required information is published in the foregoing order immediately following the proposed change to which it relates; the omission of an item indicates that the agency text of the fiscal note states that there is no information available with respect thereto. In items (3) and (6) information is set forth for the first through fifth fiscal years; in that order, following the year the program is implemented, which is stated. In item (4) information is set forth for the current and two immediately preceding years, in that order. In item (8) the recommendation, if any, made by the Secretary of Budget is published with the fiscal note. See 4 Pa. Code § 7.231 *et seq.* Where “no fiscal impact” is published, the statement means no additional cost or revenue loss to the Commonwealth or its local political subdivision is intended.

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## List of Pa. Code Chapters Affected

The following numerical guide is a list of the chapters of each title of the *Pennsylvania Code* affected by documents published in the *Pennsylvania Bulletin* during 2014.

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# THE GOVERNOR

## GOVERNOR'S OFFICE

[ EXECUTIVE ORDER NO. 2014-01 ]

### Pennsylvania Long-Term Care Commission

January 31, 2014

*Whereas*, Pennsylvania's long-term care system encompasses a diverse array of options through facility-based care and home-based care, which empowers older adults and persons with physical disabilities to remain active participants in their communities; and

*Whereas*, older adults and persons with physical disabilities could benefit from a more coordinated, person-centered approach to delivering services and supports; and

*Whereas*, Pennsylvania has the 16th largest population of non-institutionalized people with disabilities in the country; and there are 1.7 million Pennsylvanians living with physical disabilities in their communities who need assistance with self-care, mobility and independent living; and with changing demographics and developments in technology and medical treatment, this number is expected to increase in coming years; and

*Whereas*, Pennsylvania has the fourth-largest percentage of residents age 60 years and over; and during the next decade, Pennsylvania's age 85 years and over population is expected to grow by 42 percent while its total population is expected to grow by only 2 percent; and research shows that nearly 70 percent of individuals reaching age 60 in 2012 are expected to need long-term care services at some point during their lifetime; and

*Whereas*, Pennsylvania currently spends over \$4.7 billion each year on Medicaid long-term care services and an additional \$381 million on preventive services for individuals not yet eligible for Medicaid long-term care, with the demand for long-term care services growing annually; and

*Whereas*, in order to achieve better health and life outcomes, the long-term care system in Pennsylvania needs to ensure access to the right level of services, at the right time, that are coordinated with other types of care that address identified medical and social needs; and

*Whereas*, development of recommendations and supporting care delivery models that focus on creating a sustainable, person-centered approach while increasing quality outcomes and supporting independence, regardless of an individual's physical disability or age, remains a priority of this administration; and

*Whereas*, it will benefit the commonwealth to identify opportunities and services, which if appropriately delivered, may eliminate, through prevention or delay, the need for more costly care later in life; and

*Whereas*, it will benefit the commonwealth to comprehensively study Pennsylvania's long-term care services and supports delivery system and review access to the long-term care services and supports necessary to meet the needs of these communities in order to improve the lives of all Pennsylvanians.

*Now, Therefore*, I, Tom Corbett, Governor of the Commonwealth of Pennsylvania, by virtue of the authority vested in me by the Constitution of the Commonwealth of Pennsylvania and other laws, do hereby establish the Pennsylvania Long-Term Care Commission (hereinafter referred to as "Commission").

1. *Purpose*. The purpose of the Commission shall be to provide a forum through which an open, forthright and constructive dialogue will be fostered among a diverse group of stakeholders, representing individuals involved in the delivery and financing of long-term care services and supports, families of individuals in need of such services and supports, consumers, representatives of local area agencies on aging and the physical disabilities community,

legislators and state government agencies responsible for oversight, funding and regulation of such services and supports, in order to provide the Governor with recommendations that ensure Pennsylvania's long-term care services and support delivery system is person-centered, efficient, effective and fiscally accountable.

2. *Responsibilities.* The powers and duties of the Commission shall be to:

- a. Identify and examine the critical issues and trends in Pennsylvania's long-term care services and supports delivery system;
- b. Study existing long-term care resources available for individuals with physical disabilities, older adults, their families and caregivers;
- c. Consult with various commonwealth departments and agencies, including, but not limited to the Department of Aging, the Office of the Budget, the Department of Health, the Department of Insurance and the Department of Public Welfare, on regulations, licensure, financing or any other responsibilities of those departments or agencies relating to long-term care;
- d. Review current and proposed state and federal legislation relating to long-term care;
- e. Review current and proposed state and federal regulations relating to long-term care; and
- f. Make written recommendations to the Governor on findings.

3. *Composition.*

a. The Secretaries of Aging and Public Welfare or their designees shall serve as Co-chairpersons and their Departments shall provide administrative support and other resources as necessary to fulfill the requirements of this Executive Order.

b. The Commission shall consist of no more than 26 members, to be appointed by the Governor. In addition to the Co-chairpersons, members of the Commission shall consist of:

(1) two members of the Senate, one recommended by the President pro tempore of the Senate and one recommended by the Minority Leader of the Senate, and two members of the House of Representatives, one recommended by the Speaker of the House of Representatives and one recommended by the Minority Leader of the House of Representatives; and

(2) other members involved in long-term care services and supports, including, but not limited to, consumers, families of individuals in need of such services and supports, representatives of local area agencies on aging and the physical disabilities community, the medical community, providers from the long-term care continuum and managed care organizations with experience in long-term care.

c. The Commission may establish advisory workgroups, as the Co-chairpersons may determine are needed, and membership of the workgroups may be extended beyond members of the Commission, as necessary to perform its functions.

4. *Terms of Membership.*

a. Members shall be appointed for terms of one year. All members appointed by the Governor shall serve at the pleasure of the Governor;

b. Commission vacancies that may occur shall be appointed in accordance with Section 3 of this Executive Order. Successors shall be appointed for the remainder of the original one-year term; and

c. A member who is absent from two consecutive meetings of the Commission, without excuse, shall forfeit membership on the Commission, and a replacement member shall be appointed for the remainder of the original one-year term in accordance with Section 3 of this Executive Order.

5. *Compensation.* Members of the Commission shall receive no compensation for their service, except that members may be reimbursed for travel expenses in accordance with commonwealth policy.

## THE GOVERNOR

6. *Relationship with Other Agencies.* All agencies under the Governor's jurisdiction shall cooperate with and provide assistance and support as needed by the Commission to carry out its functions effectively.

7. *Reports.* The Commission shall submit a report to the Governor by December 31, 2014.

8. *Effective Date.* This Executive Order shall take effect on January 31, 2014.

9. *Termination Date.* This Executive Order shall expire on December 31, 2014.



Governor

**Fiscal Note:** 2014-01. No fiscal impact; (8) recommends adoption.

[Pa.B. Doc. No. 14-430. Filed for public inspection February 28, 2014, 9:00 a.m.]

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# THE COURTS

## Title 255—LOCAL COURT RULES

### BUTLER COUNTY

#### Local Rules of Court; MsD No. 14-40035

##### Administrative Order of Court

*And Now*, this 10th day February, 2014, it is hereby ordered and directed that Local Rules L1901.2 and L1901.5 are hereby adopted. These rules shall be effective thirty days after publication in the *Pennsylvania Bulletin*.

The Court directs the Court Administrator to:

1. File one (1) certified copy of this Administrative Order and the within Local Rule of Civil Procedure with the Administrative Office of the Pennsylvania Courts.

2. File two (2) certified copies of this Administrative Order and the within Local Rule of Civil Procedure and one (1) diskette with the Legislative Reference Bureau for publication in the *Pennsylvania Bulletin*.

3. File one (1) certified copy of this Administrative Order and the within Local Rules of Civil Procedure with the Domestic Relations Procedural Rule Committee.

4. Forward one (1) copy of this Administrative Order and the within Local Rule of Civil Procedure to the administrative office of the *Butler County Legal Journal* for publication.

5. Forward one (1) copy of this Administrative Order and the within Local Rule of Civil Procedure to the Butler County Law Library.

6. Keep continuously available for public inspection copies of this Administrative Order of Court and the within Local Rule of Court in the Office of the Butler County Prothonotary, the Butler County Domestic Relations Section and the Office of the Court Administrator.

*By the Court*

THOMAS J. DOERR,  
*President Judge*

##### Local Rule 1901.2. Scheduling.

The Court of Common Pleas shall hear Petitions for Temporary Protection from Abuse each business day between the hours of 8:30 am and noon.

The Court of Common Pleas shall be considered to be “unavailable” to hear Petitions for Protection From Abuse:

1. From noon each business day to the resumption of business the next morning.

2. From noon on the last day of the business week to the beginning for the next business week

At any time the Court of Common Pleas is “unavailable,” the Emergency Petition for Protection from Abuse shall be presented to the “on-call” Magisterial District Judge or as may be otherwise directed by the Court.

The Butler County PFA Office shall, during regular business hours, assist the Plaintiff in preparing and presenting an Emergency Petition for Protection from Abuse, pursuant to 23 Pa.C.S.A. § 6110, to either the Court of Common Pleas or the “on-call” Magisterial District Judge as described above.

##### Local Rule 1901.5. Enforcement.

In the event that a violation of a Protection From Abuse order occurs (Indirect Criminal Contempt), upon arrest of the defendant, the arresting officer shall first endeavor to have the individual arraigned by the Magisterial District Judge in whose jurisdiction the violation occurred. If that Magisterial District Judge is unavailable, arraignment shall be made by the “on-call” Magisterial District Judge.

[Pa.B. Doc. No. 14-431. Filed for public inspection February 28, 2014, 9:00 a.m.]

### YORK COUNTY

#### Administrative Order Appointing and Approving Custody Mediators—2014; No. 2014-MI-000029-55

##### Administrative Order

*And Now, To Wit*, this 7th day of February, 2014 it is *Ordered* that the following individuals have been appointed and approved as custody mediators, under Pa.R.Civ.P. § 1940.4, effective immediately and until further Order:

Leslie S. Arzt, Esquire  
William J. Bowman, II, M.A.  
John Bray, M.S.  
Timothy J. Colgan, Esquire  
Claudia DeArment, Esquire  
Angela N. Dobrinoff-Blake, Esquire  
Katherine L. Doucette, Esquire  
Kathleen J. Prendergast, Esquire  
Scott A. Ruth, Esquire  
Barbara Orsburn Stump, Esquire  
Rebecca Tortorici, Esquire  
Audrey E. Woloshin, Esquire

Any individual approved as a mediator shall remain in compliance with any and all rules and regulations of the Commonwealth of Pennsylvania, and shall only mediate custody cases in conformity with procedures and duties set forth under Pa.R.Civ.P. § 1940.1—1940.9.

*It Is Further Ordered* that, in accordance with Pa.R.Civ.P. § 239, the District Court Administrator shall:

(a) File one copy with the Administrative Office of Pennsylvania Courts;

(b) Distribute two certified copies to the Legislative Reference Bureau for publication in the *Pennsylvania Bulletin*;

(c) File one certified copy with the Domestic Relations Procedural Rules Committee; and

(d) Supervise the distribution, by electronic means if possible, of a copy to all Judges, the mediator appointed, and to the custody conciliators.

*By the Court*

STEPHEN P. LINEBAUGH,  
*President Judge*

[Pa.B. Doc. No. 14-432. Filed for public inspection February 28, 2014, 9:00 a.m.]

## YORK COUNTY

### Local Rules of Civil Procedure 2014 Amendments; No. 2014-MI-000028-55

#### Administrative Order Adopting Amendments to York County Pennsylvania Local Civil Rules

*And Now*, this 7th day of February, 2014, it is hereby *Ordered* that the following amendments to the York County Local Rules of Civil Procedure are hereby adopted to govern civil cases in the Court of Common Pleas of York County, Pennsylvania.

The adoption of these amendments to the York County Local Rules of Civil Procedure shall become effective thirty (30) days from the date of publication in the *Pennsylvania Bulletin* pursuant to Pa.R.Civ.P. 239. The York County Local Rules of Civil Procedure governing motions practice, those being YCCiv. 206.1(c), 206.4(c), 208.2(e), 208.3(a), and 208.3(b), 1028(c), 1034(a), and 1035.2(a) shall become effective upon publication on the UJS Web Portal pursuant to Pa.R.Civ.P. 239.8.

All prior inconsistent local rules of civil procedure or portions thereof are expressly repealed, and any part of an Administrative Order which is in conflict with any portion of these amendments to the Rules is vacated and repealed.

*It Is Further Ordered* that in accordance with Pa.R.C.P. 239, the District Court Administrator shall:

(a) File one (1) certified copy of the amendments to the York County Local Rules of Civil Procedure with the Administrative Office of Pennsylvania Courts;

(b) Distribute two (2) certified copies of the amendments to the York County Local Rules of Civil Procedure and a computer diskette thereof to the Legislative Reference Bureau for Publication in the *Pennsylvania Bulletin*;

(c) File one (1) certified copy of the amendments to the York County Local Rules of Civil Procedure with the Civil Procedural Rules Committee for the Supreme Court of Pennsylvania and transmit one copy by electronic mail to the Civil Procedural Rules Committee;

(d) File one (1) certified copy of the amendments to the York County Local Rules of Civil Procedure with the Domestic Relations Rules Committee for the Supreme Court of Pennsylvania;

(e) Distribute one (1) certified copy of the amendments to the York County Local Rules of Civil Procedure to the Prothonotary of York County, to be kept continuously available for public inspection and for copying. Upon request and payment of reasonable fees for reproduction and mailing, the Prothonotary shall furnish to any person a copy of any local rule.

(f) Cause the amendments to the York County Local Rules of Civil Procedure to be posted conspicuously on the web site of the County of York and cause copies to be

made in digital format, for distribution, upon payment of reasonable costs of reproduction.

(g) Supervise the distribution thereof to all Judges and all members of the Bar of this Court.

*By the Court*

STEPHEN P. LINEBAUGH,  
*President Judge*

### York County Local Rules of Civil Procedure [ (2009 Revision) ] (2014 Revision) [ (Effective December 28, 2009) ] (Effective March , 2014)

#### BUSINESS OF COURTS

#### YCCiv. 205.1. Filing Legal Papers.

(a) Any party filing an application or other document which requires the signature of a judge or action by the court shall first file the original document with the Prothonotary or the Clerk of Courts, as the case may be.

(1) If the document does not involve a matter to be listed for one-judge disposition pursuant to YCCiv. 208.3(b), then the moving party shall cause a **clocked in** copy of the document requiring action to be delivered to the Court Administrator for assignment to a Judge.

(2)(i) An original proposed order, with a brief title describing the nature of the proposed order (as examples: "Order Scheduling Argument" or "Order Granting Motion for Sanctions") shall accompany each document delivered to the Court Administrator for assignment, but shall not be fastened together.

(ii) No proposed orders shall be filed with the Prothonotary **or the Clerk of Courts** with the original application.

(iii) **The judge's signature line shall be on a page with at least some of the body of the order or have an abbreviated caption and the case number on the page.**

(3) Sufficient copies of the proposed order for conforming, **[ for return to the applying party ]** and for service on all **[ other ]** parties **who will not be served by electronic means** shall accompany each document delivered to the Court Administrator for assignment to a judge.

(4) Where notice of the entry of any order is required under Pa.R.Civ.P. 236, the moving party shall include in the proposed order the names of the parties who are required to be notified, and shall provide sufficient copies of the proposed order, with stamped envelopes addressed to those parties bearing the return address of the Prothonotary, so notice can be made, unless notice will be made to a party by electronic means. **For matters that will be presented at current business, the copies of the proposed orders and the stamped envelopes may be presented at the current business sessions at which the matter is presented, instead of being delivered to the Court Administrator as required by (3) above.**

(5) Once a document is considered by a judge, the original of any resulting order will be filed by the judge with the Prothonotary and copies of the order will be available for return to the moving party, or for service pursuant to Pa.R.Civ.P. 236.

(6) For matters of which the Prothonotary is not required to give notice under Pa.R.Civ.P. 236, it shall be the responsibility of the moving party to forthwith serve



copies of the resulting order, rule, or other action by the court on all parties to the matter and promptly file a certificate of service with the Prothonotary.

\* \* \* \* \*

(c) Parties [ **should avoid attaching** ] shall not attach copies of pleadings or documents already filed of record.

\* \* \* \* \*

**YCCiv. 206.1(a). Petitions—Matters Subject to Petition Practice.**

(1) In addition to the applications designated as “petitions” pursuant to Pa.R.Civ.P. 206.1(a), the following applications shall proceed as petitions:

*Applications to impose sanctions.* (The Rule accompanying this petition shall include provisions for the date, time and place for a hearing.)

[ *Applicatons* ] *Applications for return of property* pursuant to 42 Pa.C.S. Sec. 6802. (The Rule accompanying this petition shall include provisions for the date, time and place for a hearing.) The application shall indicate in the caption a cross reference to the defendant’s name and criminal action number, and shall be filed in the office of the Clerk of Courts. [ **the** ] **The matter shall be assigned to the judge to whom the underlying criminal case has been assigned.**

**Application for return of property otherwise seized by governmental agency or entity, and which has not been the subject of a criminal proceeding or forfeiture action.** (The rule accompanying this petition shall include provisions for the date, time, and place for a hearing.) **The application shall be filed in the office of the Prothonotary.**

*Petitions for relief from judgment by confession* pursuant to Pa.R.Civ.P. 2959. (The Rule accompanying this petition shall be in the form as set forth in Pa.R.Civ.P. 206.5.)

**Petitions to confirm arbitration award pursuant to 42 Pa.C.S. Sec. 7304(a) and 7342.**

(2) The following applications may proceed as a “petition” or may be presented to the court at a session of motions court pursuant to YCCiv. 208.3(a):

*Applications to reassess damages.* [ **(The Rule accompanying this petition shall include provisions for a date by which a response shall be filed. If no response is filed by that date, a proposed rule absolute, setting forth the relief requested, may be submitted directly to the judge assigned to the matter.)** ] **(The procedure set forth in YCCiv. 206.7 shall apply to Applications to Reassess Damages.)**

*Applications to obtain ownership of or title to a motor vehicle.* If proceeding as a petition, the Rule accompanying this petition must include provisions for a date by which a response shall be filed.

(i) The application and Rule or proposed court order must be served by certified mail, return receipt requested, on the previous owner of record, if any, and upon any other person with a colorable right of title to or possession of the motor vehicle, including all lienholders of record.

(ii) The application shall be verified, and contain a statement of how the applicant came to possess the vehicle, a certified copy of the results of a Department of Transportation records search to identify any previous

owner of record, and shall contain a specific description of the vehicle, including year, make, model, and vehicle identification number.

*Petitions to Withdraw as Counsel.* See Pa.R.Civ.P. 1012(c) and YCCiv. 1012.

**YCCiv. 206.4(c). Petitions—Procedure for Rule to Show Cause.**

(1) The issuance of a rule to show cause shall be discretionary with the Court and shall be in accordance with Pa.R.Civ.P. 206.5[ . ], **unless otherwise designated by the Court.**

(2) The petition seeking issuance of a rule shall be supported by a brief statement of authority citing a statute, rule of court, or case law in support of the requested relief. The statement may be in the form of a brief filed contemporaneously, but not bound with the petition; or, in routine petitions that do not raise complex legal or factual issues, in the body of the petition itself.

(3) The petition shall be filed as provided in YCCiv. 205.1. The proposed rule shall be in the form prescribed in Pa.R.Civ.P. 206.5(d), unless otherwise set forth by these Rules.

(4) Should a moving party wish to withdraw the petition from consideration by the court, consent to withdraw shall be obtained from all interested parties and the moving party shall promptly file a praecipe to withdraw the petition with the Prothonotary, and shall promptly provide notice to the judge to whom the matter was assigned.

(5) Should a moving party wish to reschedule the presentation of a petition to the Court during a session of motions court, a written notice of that intent shall be sent to the Court Administrator, with a copy to all other parties, specifying the new date on which the petition will be presented to the court. The new date shall be in accordance with the notice requirement set forth in YCCiv. 208.3(a)(2).

**YCCiv. 206.7. Procedure After Issuance of Rule to Show Cause.**

After the time has expired **for a response** on a Rule to Show Cause **and no response has been filed**, the relief requested [ **shall** ] **may** be presented to the Court by the filing of a Motion for Rule Absolute[ . ] **with the Prothonotary and a clocked in copy forwarded to Court Administration for assignment to a judge.**

**YCCiv. 208.2(e). Motions—Discovery—[ Conference ] Certification.**

(1) **A moving party shall file a Certification of Good Faith for every motion relating to discovery [ shall contain a certification by the moving party ]** that the party has conferred, or attempted to confer, with all interested parties in an attempt to resolve the matter without court action, and has been unable to reach a satisfactory resolution of the issues presented, and shall set forth the details of the efforts made to resolve the matter.

(2) **The Certification of Good Faith shall be substantially in the following form:**

**GOOD FAITH CERTIFICATION:**

(Beginning 3 inches from top of page. See Pa.R.Civ.P. 204.1)

**IN THE COURT OF COMMON PLEAS OF YORK COUNTY, PENNSYLVANIA**

NAME OF PLAINTIFF(S) : (CASE NUMBER)  
: (NAME OF PREVIOUS JUDGE)  
vs. : (NAME OF ASSIGNED JUDGE)  
: (NUMBERS OF RELATED CASES)  
NAME OF DEFENDANT(S) : (TYPE OF ACTION)

**Moving Party Certification of Good Faith Pursuant to YCCiv.208.2(e)(2)**

The undersigned counsel for movant (or self-represented movant) hereby certifies that:

- a. He or she has had the contacts described below with opposing counsel or unrepresented party regarding discovery matter contained in the foregoing discovery motion in an effort to resolve the specific discovery dispute(s) at issue and, further, that despite all counsel's good faith attempts to resolve the dispute(s), counsel have been unable to do so.

**Description:**

- b. He or she has made good faith but unsuccessful efforts described below to contact opposing counsel or unrepresented party in an effort to resolve the discovery dispute.

**Description:**

**CERTIFIED TO THE COURT BY:**

\_\_\_\_\_  
Attorney for Movant (name party)  
(or self-represented movant)

Date: \_\_\_\_\_

**Note: The Signature of Respondent's Counsel Is Not Required**

**YCCiv. 208.3(a). Motions—No Response Required. Procedure.**

(1) All applications to the court requiring action by a judge, except those hereafter excluded, shall be presented to the court at a session of motions court. The times and dates for motions court sessions shall be published by the Court Administrator in the Court Calendar from time to time. Motions shall be filed as set forth in YCCiv. 205.1. No written response shall be necessary.

(2) The moving party must **file a notice of presentment with the Prothonotary and must** give actual notice to all other parties in interest, and to the motions court judge, of the intention to present an application at a session of motions court at least five (5) days prior to the date of the specific motions court session at which it will be presented, by:

(a) **providing a clocked in copy of the notice of presentment to the District Court Administrator and all other parties in interest substantially in the following form:**

**FORM OF NOTICE OF PRESENTMENT OF MATTER AT CIVIL MOTIONS COURT:**

(Beginning 3 inches from top of page. See Pa.R.Civ.P. 204.1)

**IN THE COURT OF COMMON PLEAS OF YORK COUNTY, PENNSYLVANIA**

NAME OF PLAINTIFF(S) : (CASE NUMBER)  
: (NAME OF PREVIOUS JUDGE)  
vs. : (NAME OF ASSIGNED JUDGE)  
: (NUMBERS OF RELATED CASES)  
NAME OF DEFENDANT(S) : (TYPE OF ACTION)

**NOTICE OF PRESENTMENT OF MATTER AT CIVIL MOTIONS COURT**

**TO THE PROTHONOTARY:**

The following matter is for presentment at Civil Motions Court:

Date to be presented: \_\_\_\_\_

Pleading/matter to be presented: \_\_\_\_\_

Date(s) conferred, or attempt to confer with all other interested parties: \_\_\_\_\_

Date(s) moving party sought concurrence of each other party: \_\_\_\_\_

Date other parties and Court Administration notified of intended presentment: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Submitted by (Name of Party)  
Name of Attorney  
Address of Attorney  
Telephone Number of Attorney  
Facsimile Number of Attorney  
E-mail address of Attorney

(b) providing a copy of the **notice of presentment**, application and proposed order to all other parties in interest, and a **clocked in copy** to the District Court Administrator for delivery to the motions court judge, pursuant to YCCiv 205.1.

(c) For purposes of this rule only, timely service on a party by facsimile or other electronic transmission will constitute appropriate notice.

\* \* \* \* \*

(5) Should a moving party wish to reschedule the presentation of an application to the Court, a written notice of that intent **and a revised Notice of Presentment** shall be sent to the Court Administrator, with a copy to all other parties, specifying the new date on which the motion will be presented to the court. The new date shall be in accordance with the notice requirement set forth in YCCiv. 208.3(a)(2).

(6) Should a moving party wish to withdraw any motion from consideration by the court, consent to withdraw shall be obtained from all interested parties and the moving party shall promptly file a praecipe to withdraw the motion with the Prothonotary, and shall promptly



provide notice to **Court Administration and to the judge** to whom the matter was assigned.

(7) The following applications need not be presented in a session of motions court, but shall be presented to the court pursuant to YCCiv. 205.1:

*Petitions for preliminary or special injunctions* (See YCCiv. 1531.1 et seq.)

Uncontested motions: Provided, however, that the motion includes a certification as set forth in YCCiv. 208.2(d)(2).

*Stipulated orders;*

*Petitions for rules to show cause;* (See YCCiv. 206.1(a) and 206.4.)

*Motions to make rules absolute;*

*Requests for continuances of scheduled [ hearings ] proceedings:*

(i) In all matters in which a [ hearing ] proceeding has been scheduled by a judge and in which a continuance is sought, the moving party shall first contact all other parties in interest to determine whether there is an objection to the continuance.

\* \* \* \* \*

*Admission Pro Hac Vice motions pursuant to PaRCP 1012.1*

\* \* \* \* \*

**YCCiv. 208.3(b). Motions—Response Required. Procedure.**

(1) The following pleadings or motions shall require a written response, by way of an answer or a brief in response, or both, as the case may be.

(i) If a motion requires an answer, the answer shall be filed upon all parties within twenty (20) days of service of the motion.

(ii) After all matters necessary to rule on the motion have concluded, the motion shall be presented to the court by the filing of a praecipe with the Prothonotary to list the matter for disposition by one judge, or the court en banc, as the case may be.

(iii) Copies of the praecipe shall be sent to all counsel and unrepresented parties of record. A certificate of service identifying all counsel of record, who they represent, and all unrepresented parties, with addresses and telephone numbers shall be attached to the praecipe.

(2) Matters for disposition by one judge: Matters to be disposed of by one judge shall include:

[ *Petitions and rules to show cause, which shall proceed pursuant to Pa.R.Civ.P. 206.5 and 206.7.* ]

*Preliminary objections* (see YCCiv. 1028(c));

*Motions for judgment on the pleadings* (see YCCiv. 1034(a));

*Motions for summary judgment* (see YCCiv. 1035.2(a));

*Exceptions* to the report of a master in divorce (see YCCiv 1920.55-2), to reports of boards of view, (see YCCiv. 5170), or to proposed schedule of distribution from Sheriff's sale, (see YCCiv. 3136).

*Appeals* from decisions of a zoning hearing board, a board of school directors or other local government agency. (See YCCiv. 5150 and 5200.)

(3) Procedure in one-judge disposition matters: Unless otherwise noted in these local rules or by order of court:

(i) All applications which are filed requiring disposition by one judge shall be supported by a brief filed within ten (10) days of the date of filing of the application.

(ii) One original brief in opposition shall be filed by all parties opposing the application within thirty (30) days after the date of filing of the application **or the filing of the brief of the moving party, whichever is later.**

(iii) Any brief in reply shall be filed within five (5) days after service of the brief in opposition to the motion.

(iv) Copies of briefs shall be promptly served on all parties and a certificate of service shall be filed with the Prothonotary.

(v) Upon [ **timely** ] the expiration of the time for filing and service of briefs, any party may list the matter for disposition by one judge by filing a praecipe with the Prothonotary. The praecipe shall include the name of any judge (other than motions court judge) to whom the case was previously assigned. The praecipe shall be in substantially the form as set forth in this Rule.

(vi) **Appellant's brief in Appeals in Land Use Cases (YCCiv. 5150), shall be filed within ten (10) days of the date of certification of the record.**

\* \* \* \* \*

(6) Should a moving party wish to withdraw any motion from consideration by the court, consent to withdraw shall be obtained from all interested parties and the moving party shall promptly file a praecipe to withdraw the motion with the Prothonotary, and shall promptly provide notice to **Court Administration and to the judge** to whom the matter was assigned.

**YCCiv. 211. Request for Oral Argument.**

(a) All requests for oral argument must be made by a filing substantially in the following form:

**FORM OF REQUEST FOR ORAL ARGUMENT:**

(Beginning 3 inches from top of page. See Pa.R.Civ.P. 204.1)

**IN THE COURT OF COMMON PLEAS OF YORK COUNTY, PENNSYLVANIA**

NAME OF PLAINTIFF(S) (CASE NUMBER)  
(NAME OF PREVIOUS JUDGE)  
vs. (NAME OF ASSIGNED JUDGE)  
(NUMBERS OF RELATED CASES)

NAME OF DEFENDANT(S) (TYPE OF ACTION)

**REQUEST FOR ORAL ARGUMENT**

**TO THE PROTHONOTARY:**

Oral Argument is hereby requested for the following matter:

Pleading/matter for Argument: \_\_\_\_\_

Date of filing: \_\_\_\_\_

Date Request for Oral Argument served on other Parties: \_\_\_\_\_

Date Request provided to Court Administration: \_\_\_\_\_

Date: \_\_\_\_\_

Submitted by (Name of Party)  
Name of Attorney  
Address of Attorney  
Telephone Number of Attorney  
E-mail address of Attorney

**YCCiv. 212.3. Pretrial Conferences.**

(a) When an action is ready for trial, any party who desires to proceed to trial shall list the action for a pretrial conference by filing a praecipe with the Prothonotary, and delivering a copy of the praecipe to the Court Administrator for assignment to a judge.

(1) The praecipe shall request a pretrial conference and indicate whether the proposed trial is a jury or a nonjury trial.

(2) Copies of the praecipe shall be sent to all counsel and unrepresented parties of record. A certificate of service identifying all counsel of record, who they represent, and all unrepresented parties, with addresses and telephone numbers shall be attached to the praecipe.

(3) The praecipe shall be in substantially the same form as that [ **which follows** ] set forth in YCCiv. 214 (h).

(b) No party shall list an action for pre-trial conference until after:

(1) A Case Management Plan has been executed by all parties and filed with the Prothonotary, and all dates contained therein have passed; [ **and** ] or

[ (2) A certificate of readiness has been executed by all parties and filed with the Prothonotary; or

(3) ] (2) The listing is consistent with the provisions of a scheduling order filed in the action.

\* \* \* \* \*

**YCCiv. 214: Trial List. Continuances. Praecipe for Pre Trial Conference/Trial.**

\* \* \* \* \*

**(h) FORM OF PRAECIPES FOR PRE-TRIAL CONFERENCE AND FOR TRIAL**

IN THE COURT OF COMMON PLEAS OF YORK COUNTY, PENNSYLVANIA

Plaintiff's Name : Case Number:  
:  
:  
vs. : Type of Action  
Defendant's Name: :

**PRAECIPE TO LIST CASE FOR (PRE-TRIAL CONFERENCE / TRIAL)**

**TO THE PROTHONOTARY:**

Please list this case for (Pre-trial Conference / Trial). A copy of this praecipe was sent to all parties on \_\_\_\_\_.

Name of Judge previously assigned other than for motions court matters:

\_\_\_\_\_  
Date Case Management Plan filed: \_\_\_\_\_.

Last Date for matters to be accomplished: \_\_\_\_\_.

All matters listed in Case Management Plan have been completed.

Type of trial requested:  Jury  Non-jury

If this matter is to be listed for trial, the date of the pre-trial conference was \_\_\_\_\_ before Judge \_\_\_\_\_.

Estimated length of time for trial: \_\_\_\_\_.

Date: \_\_\_\_\_

Submitted by \_\_\_\_\_  
Name of Attorney  
Address of Attorney  
Telephone Number of Attorney  
Facsimile Number of Attorney  
E-mail address of Attorney

(Attach Certificate of Service with the information required by YCCiv. 212.3(a)(2).)

\* \* \*

**YCCiv. 1028(c). Preliminary Objections.**

(1) One original of the preliminary objections shall be filed with the Prothonotary. They shall be in such form and shall include the information as set forth in YCCiv. 205.2(a) and YCCiv. 205.2(b).

(2) Preliminary objections filed by a party shall be resolved by one judge pursuant to YCCiv. 208.3(b) and pursuant to the time periods set forth in Pa.R.C.P. No. 1028(c).

**YCCiv. 1034(a). Motion for Judgment on the Pleadings.**

(1) One original of the motion for judgment on the pleadings shall be filed with the Prothonotary. It shall be in such form and shall include the information as set forth in YCCiv. 205.2(a) and YCCiv. 205.2(b).

(2) A motion for judgment on the pleadings filed by a party shall be resolved by one judge pursuant to YCCiv. 208.3(b)(3).

**YCCiv. 1035.2(a). Motion for Summary Judgment.**

(a) An original of the motion for summary judgment shall be filed with the Prothonotary. It shall be in such form and shall include the information as set forth in YCCiv. 205.2(a) and YCCiv. 205.2(b).

(b) A motion for summary judgment filed by a party shall be resolved by one judge pursuant to YCCiv. 208.3(b)(3).

**ARBITRATION**

**YCCiv 1302. Arbitrators, Panels and Boards.**

\* \* \* \* \*

(b) *Boards.*

\* \* \* \* \*

(3) An arbitrator may serve for one term and shall not be eligible to serve again until after a [ **two** ] one year absence from the arbitration panel.

\* \* \* \* \*

(d) *Substitution of Arbitrators.* In the event that an arbitrator cannot serve due to a conflict or illness or for any reason, the arbitrator may be replaced by any member of the Arbitration Panel willing to so serve. The replacement arbitrator shall be [ **made** ] obtained by the [ **District Court Administrator** ] arbitrator who cannot serve or if the arbitrator who cannot serve is unable to obtain a replacement, then by the Chairperson. The Chairperson shall give written notice to Court Administration of the substitution. The compensation of the replacement arbitrator shall be adjusted from the compensation of the replaced arbitrator, as agreed between the two arbitrators. **The Chairperson shall designate the compensation to be paid to the arbitrator who cannot serve and the replacement arbitrator and the Prothonotary shall pay the arbitrators pursuant to that designation by the**

**Chairperson.** The District Court Administrator shall maintain a list of all instances of failure to serve as arbitrator and provide such list to the Arbitration Committee annually.

\* \* \* \* \*

**YCCiv. 1557. Partition of Real Property.**

(a) At any time after the pleadings are closed, any party may file a motion for an order directing partition because of default or admission in the pleadings. The motion shall be in such form and contain the information required by YCCiv. 205.2. The motion shall be filed pursuant to YCCiv. 205.1 and 208.3[ (b) ] (a).

(b) If there be no default or admission in the pleadings, [ the ] any party may file a motion [ shall request a hearing to determine whether ] requesting that the Court determine whether [ should enter ] an order directing partition **should be entered either with or without a hearing.** The motion shall be in such form and contain the information required by YCCiv. 205.2. The motion shall be filed pursuant to YCCiv. 205.1 and 208.3(a), but the motion need not be presented to the court at a session of motions court.

\* \* \* \* \*

**CHILD CUSTODY ACTIONS**

**YCCiv. 1915.3(a). Commencement of Action.**

\* \* \*

(6) *Attendance.* All parties and any child at issue who is over the age of seven (7) years [ is ] are mandated to be present and available at the conciliation conference. . . .

\* \* \*

**YCCiv. 1915.3(d). Scheduling of Trial.**

\* \* \* \* \*

(2) . . . The failure to comply with the rules of court [ are ] is a basis for imposition of other appropriate sanctions.

\* \* \* \* \*

**YCCiv. 3129. Calculation of Poundage by Sheriff.**

If a writ of execution is stayed after the Sheriff has served or attempted to serve the writ, poundage will be calculated based upon the face amount of the writ unless the plaintiff files an affidavit with the Prothonotary and provides a clocked in copy to the Sheriff within three (3) business days of the writ being stayed, which affidavit sets forth the actual amount paid or to be paid to the plaintiff in the case or in kind as consideration for the writ being stayed or for satisfying the judgment. If such affidavit is filed, the Sheriff's poundage will be calculated based upon the consideration set forth in the affidavit.

**YCCiv. 5030. Proceedings to Forfeit Property.**

(a) All applications to forfeit property filed pursuant to 42 Pa.C.S. Sec. 6801 shall be filed in the [ Office of the Prothonotary ] Clerk of Courts.

(1) Applications requesting forfeiture of property shall conform to the requirements of [ YCCiv. 205.2 and ] 42 Pa.C.S. Sec. 6802.

(2) Applications requesting forfeiture of property shall have in the caption a cross reference to the related criminal case, if any, including the criminal defendant's name and case number.

(3) The applications shall specifically describe the property to be forfeited, and, in the case of real property, shall describe the property sufficiently to locate the property on the ground.

\* \* \* \* \*

(c) When the matter is at issue as provided in 42 Pa.C.S. Sec. 6802, any party may file a [ praecipe for one judge disposition, indicating the name of the assigned judge on the praecipe ] written request for a trial by judge or jury, indicating the name of the assigned judge on the written request and shall serve a copy on the opposing party and the District Court Administrator.

\* \* \* \* \*

**YCCiv. 5170. Boards of View.**

\* \* \* \* \*

**(e) Pre-Hearing Procedures:**

(1) *Conference of counsel Prior to Hearing.* All counsel representing parties in the proceeding shall confer in person, in advance of the hearing before the board of viewers, to accomplish the following purposes:

(i) *Lists and marking of exhibits.* Examine, mark and list all exhibits which any of them may intend to introduce at the hearing, whether in the case in chief or in rebuttal. Only exhibits so listed and marked shall be offered in evidence at the hearing, except for good cause shown.

(ii) *Admissibility of exhibits.* Agree so far as possible as to the authenticity and admissibility of such exhibits and note briefly the grounds for objection to any exhibits not so agreed upon, and counsel for the plaintiff shall keep a record of such objections and grounds therefor;

(iii) *Statement of contested issues.* Agree so far as possible as to the rules of law governing the case, and identify contested issues of law, if any;

(iv) *Statement of uncontested facts.* Agree so far as possible as to the facts. If the incontestability of any fact is challenged, the party objecting, and the grounds for the objection, shall be identified. No testimony will be taken on facts not in dispute.

(2) *Arranging conference of counsel.* Counsel for the plaintiff shall be responsible for arranging the conference between counsel before the hearing. The conference between counsel shall be held at least two (2) weeks prior to hearing at the office of counsel for the plaintiff; provided, however, that if plaintiff's counsel has no office in York County, the conference shall be held at the office of counsel for the defendant.

(3) *Preparation of Joint Statement.* Counsel shall prepare a joint statement listing all exhibits, all witnesses expected to be called at the Board of View hearing, the contested issues, and stipulations of facts. The statement shall be presented to each viewer at the start of the hearing.

(4) *Sanctions.* The chairperson has the authority to impose appropriate sanctions for violation of

**this rule, including but not limited to, precluding use of exhibits or witnesses.**

**(5) *Unrepresented Parties.* If a party is not represented by counsel, counsel for a represented party shall make a good-faith effort to comply with the prehearing procedures in writing rather than by a conference.**

[ (e) ] (f) The report of the board shall include, at a minimum:

(1) The names and addresses of all parties to the matter, and their attorneys, if any;

(2) A brief recitation of the factual and procedural history of the matter;

(3) Findings of fact;

(4) A recommendation whether a private road should be laid out, and if so, a description sufficient to locate such a road on the ground;

(5) An assessment as to the amount of damages to be paid to the party or parties over whose land the road is to be laid; and

(6) A brief statement of reasons for the recommendations and assessments.

[ (f) ] (g) The chairman of the board shall file the original of the board's report with the Prothonotary and shall present the President Judge with a copy of the report and both a proposed decree nisi and a final order for consideration.

[ (g) ] (h) Exceptions to the findings of a board of view shall be filed within thirty days of the filing of the decree nisi.

(1) Exceptions shall list all parties to the proceedings and their addresses, and shall be separately stated in numbered paragraphs.

(2) Exceptions shall be filed in accordance with YCCiv. 205.2 and 208.3(b), and shall be disposed of by one judge.

(3) Exceptions taken to an assessment of damages shall state whether a jury trial is demanded.

[Pa.B. Doc. No. 14-433. Filed for public inspection February 28, 2014, 9:00 a.m.]



# RULES AND REGULATIONS

## Title 22—EDUCATION

### STATE BOARD OF EDUCATION

#### [ 22 PA. CODE CH. 4 ]

#### Academic Standards and Assessment

The State Board of Education (Board) amends Chapter 4 (relating to academic standards and assessment) to read as set forth in Annex A. Notice of proposed rule-making was published at 42 Pa.B. 6365 (October 6, 2012).

#### *Statutory Authority*

The Board is acting under the authority of sections 121, 2603-B and 2604-B of the Public School Code of 1949 (School Code) (24 P. S. §§ 1-121, 26-2603-B and 26-2604-B).

#### *Background*

The Keystone Exams became a component of the Commonwealth's high school graduation requirements upon publication of the final-form rulemaking at 40 Pa.B. 240 (January 9, 2010). This 2010 rulemaking, which was reviewed by the House Education Committee, Senate Education Committee and the Independent Regulatory Review Commission (IRRC) prior to its enactment, provides for the development of ten Keystone Exams as a component of State graduation requirements, requires schools to provide supplemental instruction to students who are not proficient in the academic standards assessed by keystones and creates an alternative project-based assessment for students who are unable to demonstrate proficiency on a Keystone Exam.

The Board adopted the "Common Core State Standards" in English Language Arts and Mathematics and added these academic standards to Chapter 4 in the final-form rulemaking published at 40 Pa.B. 5903 (October 16, 2010). The Common Core State Standards were developed through a state-led process managed by the Council of Chief State School Officers (CCSSO) and the National Governors Association.

Subsequent to their establishment in Chapter 4, the General Assembly laid a statutory foundation for the development of Keystone Exams in the act of June 30, 2012 (P. L. 684, No. 82) (Act 82). Act 82 amended section 121 of the School Code to require, subject to annual appropriations, that the Department of Education (Department) develop and implement Keystone Exams in the following subjects: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and World History. Act 82 further directed the Board to promulgate regulations necessary to implement section 121 of the School Code. See section 121 of the School Code. This final-form rulemaking represents another vital step in implementing the Keystone Exams and their foundational standards.

The formative steps for this final-form rulemaking moved on two tracks. First, further study by the Department concluded that students in this Commonwealth would be better served by creating a unique set of State-specific standards in English Language Arts and Mathematics, guided by the Common Core and the needs of this Commonwealth. The advantages lie in the ability to reframe and revise when necessary absent a CCSSO revision process, and presented an opportunity for educators in this Commonwealth to internalize the standards

and create a user-friendly standard set for implementation in all schools in this Commonwealth.

To accomplish this, the Department initiated a review of the Common Core State Standards. The Department convened teams of educators from this Commonwealth to inform the drafting of revised, State-specific academic standards in English Language Arts and Mathematics. Educators were invited to submit their names for participation on the Mathematics and English Language Arts committees through an application on the Department's web site. Membership selection for these two committees was founded on the need to have well-rounded groups representing K-12 education and members with experience in the content areas assessed by Keystone Exams, curriculum framework, Pennsylvania System of School Assessment (PSSA) development and other standards-related initiatives. Committee members participated in several meetings hosted by the Department to produce the Pennsylvania Core Standards included in this final-form rulemaking.

In the second formative track, the Board's Committee on Academic Standards/Chapter 4 (Committee) oversaw the review of amendments to the procedures and requirements in Chapter 4. The Committee held public hearings to solicit input on draft revisions regarding Keystone Exams. In advance of the hearings, draft revisions to Chapter 4 were posted on the Board's web site for public review. Hearings were held at the Montgomery County Intermediate Unit in Norristown on February 29, 2012, and at the Department in Harrisburg on March 14, 2012. A third hearing scheduled to be held in Pittsburgh on March 7, 2012, was cancelled because no one registered to provide comment to the Committee.

In addition to providing an opportunity to testify before the Committee, the Board also invited individuals to submit written testimony on draft proposed revisions to Chapter 4. Comments received during this process were taken into consideration in making revisions to the proposed rulemaking that was approved by the Board at its public meeting on May 10, 2012.

Subsequent to adoption of the proposed rulemaking, the Board invited interested persons and individuals affiliated with small businesses to submit comments, questions, suggestions, commendations, concerns or objections on the proposed rulemaking. The Board received written comments from 146 individuals and organizations during the 30-day public comment period. The Board then considered and approved a final-form rulemaking on March 14, 2013. The final-form rulemaking included revisions to the proposed rulemaking based on comments received from the public and from IRRC.

On June 18, 2013, the House of Representatives adopted House Resolution 338 (H.R. 338), which expressed concern with the Common Core State Standards and urged the Board and the Department to address a number of matters regarding the utilization of the Commonwealth's academic standards. The concerns identified in H.R. 338 were echoed to the Board by members of the public. In response to H.R. 338, the Board withdrew the final-form rulemaking from review by the Governor's Office of the Budget, the Governor's Policy Office and the Office of General Counsel to provide the Board time to consider these concerns.

During this time, the Board engaged in additional deliberation about the final-form rulemaking in multiple

venues. First, the Board provided an additional opportunity for the public to comment on the final-form rule-making at its public meeting on July 10, 2013. Second, the Board appeared before the House Education Committee to discuss the final-form rulemaking at its public hearing in Harrisburg on August 5, 2013. Third, the Board appeared before the Senate Education Committee to discuss the final-form rulemaking twice at its public hearings in Chester County on August 26, 2013, and in Harrisburg on August 29, 2013. Finally, the Board heard additional public comment on the final-form rulemaking during the public meeting of its Council of Basic Education on September 11, 2013, and during its public Board meeting on September 12, 2013.

The Board prepared revisions to the final-form rule-making to address concerns heard during this time for additional deliberation. The revisions: (1) clarified that the Commonwealth's academic standards do not apply to private, religious or home education students; (2) reinforced the Board's long-standing intention that it will not mandate a Statewide curriculum or required reading lists; (3) prohibited the expansion of student and family data collection due to the Pennsylvania Core Standards; and (4) expressed the Board's intention to not include National assessments as part of the State assessment system, while retaining discretion for the Department to continue participating in a multistate collaborative working to develop an alternate assessment for students with the most severe cognitive disabilities and requiring consultation with teachers, counselors and parents of students who would be eligible to take the alternate assessment prior to its administration in this Commonwealth. The additional revisions also deleted a requirement that a student's transcript denote whether proficiency was demonstrated by a project-based assessment, and revised the waiver process to seat these determinations with a local chief school administrator rather than with the Secretary of Education.

A revised final-form rulemaking encompassing the revisions previously described was approved by the Board on September 12, 2013.

#### *Need for the Final-Form Rulemaking*

This final-form rulemaking is necessary for three reasons.

First, it is essential to set forth the academic standards that will serve as the substantive underpinning for the Keystone Exams. Therefore, the Board is publishing the State-specific Pennsylvania Core Standards for English Language Arts and Mathematics as Appendix A-2. The Board also is publishing the Pennsylvania Core Standards for Reading in Science and Technology and the Pennsylvania Core Standards in Writing for Science and Technology as supplements to the Academic Standards for Science and Technology (currently in Appendix B) and the Pennsylvania Core Standards for Reading in History and Social Studies and the Pennsylvania Core Standards in Writing for History and Social Studies as supplements to the Academic Standards for History (currently in Appendix C).

Second, the final-form rulemaking replaces existing language that states a Keystone Exam counts for at least 1/3 of the course grade with the requirement that a student will demonstrate "proficiency" on a Keystone Exam to graduate. At the same time, the final-form rulemaking maintains the option for districts to utilize validated local assessments and Advanced Placement (AP) or International Baccalaureate (IB) exams as alternative

paths to proficiency, and continues to include protections for students established in current law such as exam retakes, supplemental instruction, project-based assessments and waivers of certain graduation requirements. This revision responds to concerns raised with the practicality of implementing Keystone Exams as part of a student's course grade due to the time frame for administering exams to return scores to schools in time to calculate grades; the potential for inconsistent implementation due to the lack of a Statewide grading scale; the fairness of a requirement that students scoring below basic receive a score of 0 as 1/3 of their course grade; and questions about whether schools would need to continuously recalculate course grades, grade point averages and class rank based on the results of Keystone Exam retakes.

Further, there is emerging evidence that "high stakes" testing or requiring passage of a test or exam to obtain a high school diploma can be a "potent policy in terms of bringing about real positive changes in student learning." See Wang, L., Beckett, G., & Brown, L. (2006) "Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence." *Applied Measurement in Education*, 19(4), 320. To assure that taxpayer dollars produce results in public education, the appropriate standards and assessments need to be coupled with a concrete incentive for learning.

The use of Keystone Exams as a standalone measure of graduation requirements, combined with the multiple pathways to graduation and supports provided by the current regulations and extended in this final-form rule-making, also is supported by the Standards for Educational and Psychological Testing established by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education. Standard 13.5 states that "when test results substantially contribute to making decisions about student promotion or graduation, there should be evidence that the test adequately covers only the specific or generalized content and skills that students have had an opportunity to learn." Standard 13.6 states that "students who must demonstrate mastery of certain skills or knowledge before being promoted or granted a diploma should have a reasonable number of opportunities to succeed on equivalent forms of the test or be provided with a construct-equivalent testing alternative of equal difficulty to demonstrate the skills or knowledge. In most circumstances, when students are provided with multiple opportunities to demonstrate mastery, the time interval between the opportunities should allow for students to have the opportunity to obtain the relevant instructional experience."

The Standards for Educational and Psychological Testing further support the final-form rulemaking in the following excerpt addressing fairness in testing:

For example, when tests are used for promotion and graduation, the fairness of individual interpretations can be enhanced by (a) providing students with multiple opportunities to demonstrate their capabilities through repeated testing with alternate forms or through other construct-equivalent means, (b) ensuring students have had adequate notice of skills and content to be tested along with other appropriate test preparation material, (c) providing students with curriculum and instruction that affords them the opportunity to learn the content and skills that are

tested, and (d) providing students with equal access to any specific preparation for test taking (e.g., test taking strategies).

The final-form rulemaking comports with these standards by providing students with multiple pathways to demonstrate proficiency by a Keystone Exam, locally validated assessment and related AP and IB exams, providing unlimited opportunities to take a Keystone Exam to demonstrate proficiency, providing an alternative project-based assessment and requiring students to engage in supplemental instruction before a second attempt on a Keystone Exam and before being able to participate in a project-based assessment. The State assessment system further comports with these standards through the establishment of assessment anchors and eligible content that clearly communicate the academic content that will be assessed.

Third, this final-form rulemaking is necessary for this Commonwealth to remain academically competitive with other American public education systems including those in neighboring states. As of the 2010-2011 school year, 30 states currently require or plan to require students to take, but not necessarily pass, an assessment to graduate. In 25 of the 30 states (including Maryland, New Jersey, New York, Ohio and Virginia), “students are (or soon will be) required to pass the assessment in order to graduate.” See Center for Education Policy (CEP), *State High School Tests*, page 11, December 2011.

According to CEP, approximately 76% of public high school students Nationwide—including 78% of low-income students and 84% of students of color—are enrolled in states with exit exams. This final-form rulemaking will allow this Commonwealth to keep pace with rising academic expectations Nationally, while still providing districts and students with significant flexibility and alternatives in implementing and meeting the requirements.

*Summary of the Final-Form Rulemaking*

The final-form rulemaking makes changes to three main components of Chapter 4: strategic planning; academic standards; and high school graduation requirements. Major revisions include the following:

1) Eliminating the requirement that strategic planning be conducted through a State-prescribed time frame and State-prescribed format to provide flexibility in how school entities choose to approach strategic planning. The final-form rulemaking also retains planning requirements for six plans regarding educator induction, educator professional development, special education, gifted education, student services and early childhood education, and requires that the public be provided a minimum 28-day public comment and inspection period prior to adoption of each of those plans by a local governing body. The final-form rulemaking also makes minor editorial changes to different provisions throughout Chapter 4 to be consistent with the deletion of the strategic plan requirement.

2) Establishing State-specific Pennsylvania Core Standards as the Commonwealth’s academic standards in Mathematics and English Language Arts.

3) Strengthening existing graduation requirements for the 2014-2015 school year and extending the effective date of the requirements to the 2016-2017 school year. The final-form rulemaking requires that each school district, charter school, cyber charter school and area vocational-technical school (AVTS) (if the AVTS graduates students) adopt and implement requirements for high school graduation that, at a minimum, include: course completion and grades; and demonstration of proficiency

or above in the State academic standards in English Language Arts and Mathematics, Science and Technology and Environment and Ecology, and in each of the State academic standards for which there is not a State assessment.

Students would be required to demonstrate proficiency on the appropriate Keystone Exam or a specified and validated assessment instrument, including a local assessment, or comparable AP or IB exam. Keystone Exams would no longer be incorporated into a student’s final course grade. Beginning in the 2016-2017 school year, the “culminating project” would be removed as a State graduation requirement, and students who are subject to a religious opt-out of State assessments would be required to participate in project-based assessments to demonstrate proficiency for graduation. The culminating project is eliminated to avoid potentially duplicative requirements of the project-based assessments.

4) Beginning in the 2018-2019 school year, graduation requirements would include a determination of proficiency in Composition in English Language Arts. In the 2019-2020 school year, the final-form rulemaking adds Civics and Government to the list of subjects for which a determination of proficiency is required for graduation. As noted in § 4.51b(j) (relating to Keystone Exams), the availability of Keystone Exams for Composition and Civics and Government is subject to funding appropriated by the General Assembly for the development of the exams, related project-based assessments and validation of locally aligned assessments.

5) Provides for five other Keystone Exams to be developed for voluntary use by school districts, AVTSs, charter schools and cyber charter schools. Subject to funding appropriated by the General Assembly, the following content area exams would be developed by the Department and made available in accordance with the following schedule:

- School Year 2016-2017 Geometry
- School Year 2017-2018 U.S. History
- School Year 2018-2019 Algebra II
- School Year 2019-2020 Chemistry
- School Year 2020-2021 World History

6) Allows students who do not demonstrate proficiency on a Keystone Exam to enter into a project-based assessment as long as certain conditions are met. The final-form rulemaking makes access to the project more flexible by requiring a student to make two attempts at a Keystone Exam and complete supplementary instruction to the satisfaction of the student’s school district prior to being able to participate in a project-based assessment rather than requiring a student to participate in at least 2 school years of supplemental instruction as a criteria for participation in the project, as suggested in the proposed rulemaking.

7) Allows a chief school administrator to grant waivers to State graduation requirements on a case-by-case basis for students who either are not proficient on a project-based assessment or who face extenuating circumstances. If a chief school administrator is considering granting waivers to more than 10% of a graduating class who were not proficient on a project-based assessment, the school district is required to engage in self-reflection to identify improvements that will be made to the courses associated with the content that served as the basis for the waivers. The improvements shall be presented to the Secretary for approval in an action plan.

8) Incorporates provisions of a policy statement approved by the Board in November 2010 providing an



alternate pathway to proficiency for career and technical education (CTE) students. The alternate pathway previously approved by the Board was recommended by a stakeholders' advisory committee convened by the Department as required under Chapter 4 to explore this matter. The final-form rulemaking requires CTE students to demonstrate proficiency in the content areas required for Federal accountability either on a Keystone Exam, validated local assessment or project-based assessment and allows CTE students to meet other State graduation requirements by achieving a score of competent or advanced on an occupational skills assessment.

9) Reorganizes § 4.51 (relating to State assessment system) into discrete sections that address State Assessment, PSSA, Keystone Exams, Project-Based Assessment and Waivers to make the regulation more easily understandable to the regulated community.

10) Provides clarity pertaining to the information required to be included on student transcripts. The final-form rulemaking requires performance levels (advanced, proficient, basic or below basic) in subjects assessed by a Keystone Exam to be reported on student transcripts beginning in the 2016-2017 school year. The inclusion of performance levels, as opposed to reporting scale scores, provides the clearest means of communicating whether a student met graduation requirements to members of the higher education community and employers. A transcript must include the highest performance level demonstrated either on a Keystone Exam, locally validated assessment or project-based assessment.

#### *Summary of Technical Changes to the Final-Form Rulemaking*

In proofreading Annex A, the Board identified technical and typographical errors. The Board identified typographical errors in citations and made technical changes to reference the appropriate sections in the following provisions: § 4.12(h) (relating to academic standards) incorrectly referenced subsection (g) and is revised to appropriately reference subsection (f); § 4.20(5) (relating to prekindergarten education) incorrectly referenced § 4.52(d) (relating to local assessment system) and is corrected to reference § 4.52(b); § 4.20(6) incorrectly referenced § 49.85(c) (relating to limitations) and is corrected to reference § 49.85(e); § 4.20(11)(iii) incorrectly referenced § 49.85(a) and is corrected to reference § 49.85 in its entirety; final-form § 4.24(c)(1)(iii)(B)(III) (relating to high school graduation requirements) incorrectly referenced subsection (e) and is corrected to reference subsection (g); final-form § 4.24(m) incorrectly referenced subsections (a) and (b) and is corrected to reference subsections (b) and (c); § 4.31(a) (relating to vocational-technical education) incorrectly referenced § 4.24(f) and is corrected to reference § 4.24(g).

The Board also made the following technical changes to the final-form rulemaking:

- “Chief school administrator” is used in § 4.33(b) (relating to advisory committees) and § 4.51(d), but was undefined. The Board included a definition for “chief school administrator” in § 4.3 (relating to definitions) based on the definition in section 1301-A of the School Code (24 P. S. § 13-1301-A).

- In § 4.12(a)(3)(v), the Board made a technical correction to replace the heading of this subparagraph with “appendix.”

- In § 4.13(d) (relating to strategic plans), the Board added “for approval” for consistency with the requirement

for approval of strategic plans established by § 14.104(f) (relating to special education plans).

- Section 4.21(a) (relating to elementary education: primary and intermediate levels) was revised to incorporate the phrase “including charter schools.”

- In final-form § 4.24(c)(1)(ii), “and” was revised to the more appropriate term “or” as it pertains to the applicable sections identified at the end of the provision. Likewise, in final-form § 4.24(g), “and” was revised to the more appropriate term “or” in reference to the entities that may issue a diploma to recognize that only one entity would grant this credential.

- The word “district” in final-form § 4.24(c)(1)(iii)(B)(VI) was changed to “school entity” to make it clear that the section applies to school districts, AVTSs and charter schools.

- Final-form § 4.24(f) was revised to identify the Pennsylvania State skills assessments referred to in the section, which are currently referenced in other parts of Chapter 4.

- In § 4.51c(d) (relating to project-based assessment), the Board added “or module” to read, “after at least two attempts on the exam or module,” for consistency with the beginning of that same provision, which references a “Keystone Exam or Keystone Exam module.”

- The Board added the clarifying phrase “that students achieve proficiency on the Keystone Exams” to § 4.51c(f).

- The Board updated § 4.51d(2) and (3) (relating to waivers) to use the term “granted” related to waivers, rather than “requested” or “issued,” which is a more clear term and brings consistency throughout the sections inasmuch as § 4.51d(2) begins with “is considering granting.”

- The Board made a technical revision to § 4.52(e) to include a reference to cyber charter schools.

#### *Summary of Public Comment and Responses to Proposed Rulemaking*

The proposed rulemaking was published at 42 Pa.B. 6365 and was available on the Department's web site at [www.education.state.pa.us](http://www.education.state.pa.us). The Board accepted formal written comments during a 30-day public comment period that began upon publication of the proposed rulemaking. The Board received written comments directly from 146 individuals and organizations during the official 30-day public comment period that followed publication of the proposed rulemaking in the *Pennsylvania Bulletin*. Rather than provide a lengthy listing of the organizations and comments and responses in the preamble, the Board prepared a separate document that outlines the comments and the Board's response, which is incorporated by reference. Notification of the availability of this document was sent to each commentator and is posted on the Board's web page on the Department's web site at [www.education.state.pa.us](http://www.education.state.pa.us).

#### *Affected Parties*

The final-form rulemaking will affect public school districts, AVTSs, and charter and cyber charter schools in this Commonwealth and their employees and students. It also will affect the Department.

#### *Fiscal Impact and Paperwork Requirements*

New provisions and amendments in the final-form rulemaking do not increase costs for the Commonwealth or local governments inasmuch as that they are accomplishing the policy choices set forth when the Keystone

Exams were added to Chapter 4 at 40 Pa.B. 240. While the Commonwealth will incur costs for the development and administration of Keystone Exams, these are not new costs imposed by this final-form rulemaking. The requirement to develop and administer ten Keystone Exams was established in the final-form rulemaking published at 40 Pa.B. 240, which was submitted to the House Education Committee, Senate Education Committee and IRRC for review prior to its enactment, and which remains a requirement of Chapter 4. Further, section 121 of the School Code directs the Department, subject to annual appropriations, to develop and implement Keystone Exams in the following subjects by the 2020-2021 school year: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and World History.

It is important also to note that, while the Commonwealth will incur a cost to administer Keystone Exams, during the 2012-13 school year the Keystone Exams in Algebra I, Biology and Literature replaced the eleventh grade PSSA as the Commonwealth's uniform measure of accountability at the high school level. Therefore, the Commonwealth no longer bears costs associated with the eleventh grade PSSA. Further, test development to refresh item banks regarding State assessments is part of the ongoing work of State government and is not a new cost imposed by the final-form rulemaking.

The Commonwealth will also experience savings with this final-form rulemaking through the elimination of the mandate for districts to submit strategic plans. However, these savings are difficult to quantify. The Commonwealth will experience further savings by not incurring future costs to develop project-based assessments aligned to the five Keystone Exams that would be developed for voluntary use by school districts.

Additionally, the final-form rulemaking provides some relief to school districts by paring the number of Keystone Exams developed to assess proficiency for graduation from ten to five and, in effect, removing the mandate to provide supplemental instruction and to administer associated project-based assessments in the five Keystone Exams that would be made available on a voluntary basis. Further, Keystone Exams in subjects other than those required for accountability purposes (Algebra I, Biology and Literature) would be developed subject to funding being made available by the General Assembly.

The final-form rulemaking also requires school entities to publish and distribute to students, parents and guardians copies of graduation requirements and to post graduation requirements on each school entity's public web site. This information sharing can be accomplished by publishing graduation requirements in student handbooks or by distributing graduation requirements in tandem with other information that is already legally required to be provided to students, parents and guardians, such as student codes of conduct. Therefore, the cost associated with publishing and distributing graduation requirements is negligible.

The elimination of the State-mandated submittal of strategic plans and the deletion of the "culminating project" graduation requirement in the 2016-2017 school year also would reduce costs for school districts. The extent of these savings would vary from district to district and is estimated at \$35 million Statewide.

*Effective Date*

The final-form rulemaking will become effective upon publication in the *Pennsylvania Bulletin*.

*Sunset Date*

The Board will review the effectiveness of Chapter 4 every 4 years in accordance with the Board's policy and practice respecting all of its regulations. Therefore, a sunset date is not necessary.

*Regulatory Review*

Under section 5(a) of the Regulatory Review Act (71 P.S. § 745.5(a)), on September 20, 2012, the Board submitted a copy of the notice of proposed rulemaking, published at 42 Pa.B. 6365, to IRRC and the Chairpersons of the House and Senate Committees on Education for review and comment.

Under section 5(c) of the Regulatory Review Act, IRRC and the House and Senate Committees were provided with copies of the comments received during the public comment period, as well as other documents when requested. In preparing the final-form rulemaking, the Department has considered all comments from IRRC, the House and Senate Committees and the public.

Under section 5.1(j.2) of the Regulatory Review Act (71 P.S. § 745.5a(j.2)), on November 20, 2013, the final-form rulemaking was (deemed) approved by the House and Senate Committees. Under section 5.1(e) of the Regulatory Review Act, IRRC met on November 21, 2013, and approved the final-form rulemaking.

The Office of Attorney General (OAG) approved the final-form rulemaking as to form and legality on February 11, 2014. However, under section 8(b) of the Regulatory Review Act (71 P.S. § 745.8(b)), the OAG directed the Board to add in § 4.51b a sentence stating that subsection (a) is a continuation of § 4.51(f), which is referenced in section 102 of the School Code (24 P.S. § 1-102). The Board added the statement to § 4.51b(a) in accord with the OAG's direction and section 8(b) of the Regulatory Review Act.

*Contact Person*

The official responsible for information on this final-form rulemaking is Larry Wittig, Chairperson, State Board of Education, 333 Market Street, Harrisburg, PA 17126-0333, (717) 787-3787, (717) 787-7367 (TDD).

*Findings*

The Board finds that:

(1) Public notice of the intention to adopt this final-form rulemaking was given under sections 201 and 202 of the act of July 31, 1968 (P.L. 769, No. 240) (45 P.S. §§ 1201 and 1202) and the regulations promulgated thereunder, 1 Pa. Code §§ 7.1 and 7.2.

(2) A public comment period was provided as required by law and all comments were considered.

(3) The final-form rulemaking is necessary and appropriate for the administration of the School Code.

*Order*

The Board, acting under the authorizing statute, orders that:

(a) The regulations of the Board, 22 Pa. Code Chapter 4, are amended by adding §§ 4.51a—4.51d and Appendix A-2 deleting Appendix A-1 and amending §§ 4.2—4.4, 4.11—4.13, 4.20—4.24, 4.31, 4.33, 4.51, 4.52 and 4.61 and Appendices B and C to read as set forth in Annex A, with ellipses referring to the existing text of the regulations.

*(Editor's Note: The amendment to § 4.2 was not included in the proposed rulemaking published at 42 Pa.B.*

6365. Final-form §§ 4.51a—4.51d were shown as proposed amendments to § 4.51 in the proposed rule-making.)

(b) The Chairperson will submit this order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.

(c) The Chairperson of the Board shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

(d) This order is effective upon publication in the *Pennsylvania Bulletin*.

KAREN MOLCHANOW,  
*Executive Director*

*(Editor's Note: For the text of the order of the Independent Regulatory Review Commission relating to this document, see 43 Pa.B. 7196 (December 7, 2013).)*

**Fiscal Note:** 6-326. No fiscal impact. The costs associated with implementing the Keystone Exams were detailed in Regulation 6-312 and are built into the PA Assessment appropriation. There are no new costs associated with this final-form rulemaking. (8) Recommends adoption.

## Annex A

### TITLE 22. EDUCATION

#### PART I. STATE BOARD OF EDUCATION

#### CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT

#### GENERAL PROVISIONS

##### § 4.2. Purpose.

The purpose of this chapter is to establish rigorous academic standards and assessments, applicable only to the public schools in this Commonwealth, to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined.

##### § 4.3. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

**AVTS**—*Area vocational-technical school*—A public school that provides vocational-technical education to secondary school students, out-of-school youth and adults in a geographical area comprised and operated by one or more school districts and established under sections 1840—1853 of the School Code (24 P. S. §§ 18-1840—18-1853).

**Academic standard**—What a student should know and be able to do at a specified grade level.

**Apprenticeship program**—A competency-based program that coordinates and integrates classroom instruction with a structured work-based employment experience designed for students.

**Assessment**—A valid and reliable measurement of student performance on a set of academic standards in a subject area that captures student understanding of the set as a whole and the central concepts, knowledge and skills of each content area.

**Board**—The State Board of Education established under sections 2601-B—2606-B of the School Code (24 P. S. §§ 26-2601-B—26-2606-B).

**Chief school administrator**—The superintendent of a school district, the superintendent of an AVTS or the chief executive officer of a charter school.

**Cooperative vocational-technical education**—A planned method of instruction developed through a signed cooperative arrangement among school representatives, students, parents and employers in the community to provide students with an opportunity to alternate in-school academic and vocational-technical instruction in entry-level paid employment in an occupational field, in which the student's total occupational work experience is planned, coordinated and supervised by the school in close cooperation with the employer.

**Curriculum**—A series of planned instruction aligned with the academic standards in each subject that is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students.

**Department**—The Department of Education of the Commonwealth.

**ESOL**—English to speakers of other languages.

**Employment area**—A geographic area where vocational-technical education program completers are most likely to be employed.

**Individuals with Disabilities Education Act**—20 U.S.C.A. §§ 1400—1482.

**Intermediate unit**—A regional educational service agency established under sections 951—974 of the School Code (24 P. S. §§ 9-951—9-974), which provides educational services to participating school districts as part of the public school system of this Commonwealth.

**Keystone Exams**—State-developed end-of-course exams. Designated exams will be used to determine, in part, a student's eligibility for high school graduation.

**Local Assessment Validation Advisory Committee**—An advisory committee established by the Department composed of up to two representatives each from the Department and Board, four representatives from the Pennsylvania School Boards Association and up to four additional members who are jointly selected by the Committee. The purpose of the Committee is to develop the criteria for the local validation process and criteria for selection of approved validation entities.

**NOCTI**—National Occupational Competency Testing Institute.

**PSSA**—Pennsylvania System of School Assessment.

**Parent or guardian**—A person legally responsible for a student's care.

**Pennsylvania Core Standards**—Academic standards for English language arts and mathematics based upon a Nationwide, state-led process coordinated by the National Governors Association and the Council of Chief State School Officers and in collaboration with teachers, content experts and other education stakeholders. The standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in work-force training programs.

**Performance Level Advisory Committee**—An advisory committee established by the Department to assist the Department in developing Keystone Exam performance level descriptors and performance level cut scores. The Committee includes teachers, principals, school adminis-



trators, school board members, higher education officials, representatives of the United States Armed Forces, employers and others with at least 1/2 of its members selected from nominations made by Statewide teachers' unions and other education stakeholder organizations.

*Planned instruction*—Instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

*Prekindergarten*—A program operated by a school district or by a community agency under contract from a school district that is open to children who are at least 3 years of age and completed prior to the school district's entry age for kindergarten.

*School Code*—The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702).

*School entity*—A local public education provider (for example, public school district, charter school, cyber charter school, AVTS or intermediate unit).

*School organization*—The organization of a school district's programs into kindergarten, primary, intermediate level, middle level and high school programs, including programs operated at AVTSs.

*Secretary*—The Secretary of Education of the Commonwealth.

*State assessment*—A valid and reliable measurement of student performance on a set of academic standards as measured by the Pennsylvania System of School Assessment or the Keystone Exams.

*State Assessment Validation Advisory Committee*—An advisory committee established by the Department to advise it on its plans to conduct a validity study of the Keystone Exams and review and provide feedback on study findings. The Committee is composed of up to two representatives each from the Department, Board, Pennsylvania State Education Association, American Federation of Teachers-Pennsylvania and up to four additional members who are jointly selected by the Committee.

*Tech-prep program*—A combined secondary and postsecondary program which leads to an associate degree or certificate and employment by providing technical preparation in engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health or business, including development of competence in mathematics, science and communications through a sequential course of study.

*Vocational-technical education*—Programs under public supervision and control which provide an organized process of learning experiences designed to develop integrated academic and occupational skills, knowledge, attitudes, work habits and leadership ability for entry into and advancement within various levels of employment in occupational areas of agriculture, business, marketing and distribution, health, home economics and trade and industry and for participation in postsecondary education and training.

**§ 4.4. General policies.**

(a) It is the policy of the Board that the local curriculum be designed by school entities to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

(b) It is the policy of the Board that local school entities have the greatest possible flexibility in curricu-

lum planning consistent with providing quality education and in compliance with the School Code, including requirements for courses to be taught (24 P. S. §§ 15-1501 and 16-1605); subjects to be taught in the English language (24 P. S. § 15-1511); courses adapted to the age, development and needs of the pupils (24 P. S. § 15-1512); minimum school year of 180 days and minimum of 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level (24 P. S. §§ 15-1501 and 15-1504); employment of sufficient numbers of qualified professional employees (24 P. S. § 11-1106) and superintendents to enforce the curriculum requirements of State law (24 P. S. § 10-1005); and this part.

(c) Access to educational programs shall be provided without discrimination on the basis of a student's race, sex, color, religion, disability, sexual orientation or national origin.

(d) School entities shall adopt policies to assure that parents or guardians have the following:

(1) Access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

(2) A process for the review of instructional materials.

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent or guardians.

(4) The right to review a State assessment in the school entity during convenient hours for parents and guardians, at least 2 weeks prior to their administration, to determine whether a State assessment conflicts with their religious belief. To protect the validity and integrity of the State assessments, each school entity shall have in place procedures to be followed when parents or guardians request to view any State assessment. Procedures must be consistent with guidance provided by the Department in its assessment administration instructions. If upon inspection of a State assessment parents or guardians find the assessment to be in conflict with their religious belief and wish their students to be excused from the assessment, the right of the parents or guardians will not be denied upon written request that states the objection to the applicable school district superintendent, charter school chief executive officer or AVTS director.

(5) The right to have their children excluded from research studies or surveys conducted by entities other than a school entity unless prior written consent has been obtained.

(e) The Department will provide support to school districts, AVTSs and charter schools, including cyber charter schools, in developing educational programs that enable students to attain academic standards under § 4.12. Department support will include:

(1) Establishment of a voluntary model curriculum and diagnostic supports aligned with State academic standards in each of the content areas assessed by the Keystone Exams under § 4.51b(i) and (j) (relating to Keystone Exams).

(2) Assistance in the development of effective student tutoring, remediation and extended instructional time programs.

(3) Opportunities for continuing professional education designed to improve instruction in each of the content areas assessed by the Keystone Exams under § 4.51b(i) and (j).

(4) Technical guidance in developing local assessments that meet the requirements of § 4.24(c)(1)(iii)(B) (relating to high school graduation requirements), upon request.

(f) The Department may not, and the Board will not, require school entities to utilize a Statewide curriculum or Statewide reading lists.

### ACADEMIC STANDARDS AND PLANNING

#### § 4.11. Purpose of public education.

(a) This section and § 4.12 (relating to academic standards) describe the purpose of public education and its relationship with the academic standards.

(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

(c) Together with parents, families and community institutions, public education provides opportunities for students to:

- (1) Acquire knowledge and skills.
- (2) Develop integrity.
- (3) Process information.
- (4) Think critically.
- (5) Work independently.
- (6) Collaborate with others.
- (7) Adapt to change.

(d) The academic standards describe the knowledge and skills that students will be expected to demonstrate before graduating from a public school.

(e) Achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community.

(f) Assessment in public education is designed to determine student attainment of State and local academic standards.

(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:

- (1) English language arts.
- (2) Mathematics.
- (3) Science and technology.
- (4) Environment and ecology.
- (5) Social studies (civics and government, geography, economics and history).
- (6) Arts and humanities.
- (7) Career education and work.
- (8) Health, safety and physical education.
- (9) Family and consumer science.

(h) Public education provides planned instruction to enable students to attain academic standards under § 4.12. Planned instruction consists of at least the following elements:

(1) Objectives of a planned course, instructional unit or interdisciplinary studies to be achieved by all students.

(2) Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards. Courses, instructional units or interdisciplinary studies of varying lengths of time may be taught.

(3) The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards specified under § 4.12 and any additional academic standards as determined by the school entity.

(4) Procedures for measurement of the objectives of a planned course, instructional unit or interdisciplinary studies.

#### § 4.12. Academic standards.

(a) School entities may develop, expand or improve existing academic standards in the following content areas:

(1) *Science and technology.* Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the application of science to enable societal development, including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies. The Pennsylvania Core Standards for Reading in Science and Technology and the Pennsylvania Core Standards for Writing in Science and Technology will be an appendix to the Commonwealth's academic standards for Science and Technology upon publication in the *Pennsylvania Bulletin*.

(2) *Environment and ecology.* Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

(3) *Social studies.*

(i) *History.* Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

(ii) *Geography.* Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(iii) *Civics and government.* Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

(iv) *Economics.* Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economics work, economic reasoning and basic economic concepts,

economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

(v) *Appendix.* The Pennsylvania Core Standards for Reading in History and Social Studies and the Pennsylvania Core Standards in Writing for History and Social Studies will be an appendix to the Commonwealth's academic standards for History upon publication in the *Pennsylvania Bulletin*.

(4) *Arts and humanities.* Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

(5) *Career education and work.* Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

(6) *Health, safety and physical education.* Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(7) *Family and consumer science.* Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

(8) *Through June 30, 2013: Reading, writing, speaking and listening.*

(i) *Reading.* The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

(ii) *Writing.* Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

(iii) *Speaking and listening.* Participation in conversation and formal speaking presentations.

(iv) *English Language Arts.* Upon publication in the *Pennsylvania Bulletin*, following full implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic standards will be based on the Pennsylvania Core Standards for English Language Arts.

(9) *Mathematics.* The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically. Students will learn to model real-world situations by creating appropriate representations of numerical quantities and plan and implement problem-solving strategies to answer the ques-

tion in the context of the situation. Upon publication in the *Pennsylvania Bulletin*, following implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic standards will be based on the Pennsylvania Core Standards for Mathematics.

(b) In designing educational programs, school entities shall provide for the attainment of the academic standards under subsections (a) and (c) and any additional academic standards as determined by the school entity. Attaining the academic standards in this section requires students to demonstrate the acquisition and application of knowledge.

(c) School entities shall prepare students to attain academic standards in mathematics and English Language Arts in Appendix A-2 and incorporated here by reference and additional standards as may be adopted by the Board and promulgated as amendments to this chapter.

(d) A school entity's curriculum shall be designed to provide students with planned instruction needed to attain these academic standards.

(e) School entities shall apply academic standards for students in all areas described under subsections (a) and (c). The local assessment plan under § 4.52 (relating to local assessment system) must include a description of how the academic standards will be measured and how information from the assessments is used to assist students having difficulty meeting the academic standards.

(f) School entities shall assess the attainment of academic standards developed under subsections (a) and (c) and any other academic standards that they develop under § 4.52(c) for purposes of high school graduation and strategies for assisting students to attain them. Plans for assessment developed by school entities must take into account that academic standards in subsections (a) and (c) may be attained by students in various ways and shall be assessed in various ways. Children with disabilities may attain the academic standards by completion of their individualized education programs under the Individuals with Disabilities Education Act and this part.

(g) In planning any revision of the academic standards in subsection (a) content areas, the Secretary will consult with educators, business and community leaders and parents.

(h) School entities are responsible under subsections (a), (c) and (f) for assessing individual student attainment of academic standards and for assisting those students having difficulty attaining them. Upon request by a school entity, the Department will provide the requestor with technical assistance in the development of academic standards and assessments that are sufficient to assure that students are making progress toward the attainment of standards required for high school graduation under subsection (f).

(i) Every 3 years, the Board will review the State academic standards and State assessments under this section to determine if they are appropriate, clear, specific and challenging, and will make revisions as necessary by revising this chapter.

(j) The Department may not expand the collection of student data and, in accordance with section 444 of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1232g), regarding family educational and privacy rights, may not collect personal family data due to the implementation of Pennsylvania Core Standards in Appendix A-2.



### § 4.13. Strategic plans.

(a) Upon expiration of its current strategic planning phase, each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under § 49.17(a) (relating to continuing professional education). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

(b) Upon expiration of its current strategic planning phase, each school entity shall submit to the Department for approval an induction plan every 6 years as required under § 49.16(a) (relating to approval of induction plans). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

(c) Upon expiration of its current strategic planning phase, each school entity shall develop and implement a comprehensive and integrated K-12 program of student services based on the needs of its students every 6 years as provided in § 12.41(a) (relating to student services). A school entity shall make its student services plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board.

(d) Upon expiration of its current strategic planning phase, each school district shall develop, submit to the Department for approval and implement a special education plan every 3 years as required under § 14.104 (relating to special education plans). A school district shall make its special education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors and submission of the plan to the Department.

(e) Upon expiration of its current strategic planning phase, each school district shall develop and implement a gifted education plan every 6 years as required under § 16.4 (relating to strategic plans). A school district shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.

## CURRICULUM AND INSTRUCTION

### § 4.20. Prekindergarten education.

School districts are not required to offer a prekindergarten program, and parents are not required to enroll their children in those programs if offered. Prekindergarten programs shall be designed so that students complete the program prior to their reaching the school district's entry age for kindergarten. The program, when offered, must provide a comprehensive program appropriate for the age and varying developmental levels of the students; be based on how young children develop and learn; include instruction to support each child's development in the areas of approaches to learning—creative expression, language and literacy, math, logic and science, social-personal development and physical development and health—and must be open to children with disabilities.

(1) The Secretary will provide academic standards, appropriate for early learning at the prekindergarten level, as guidance for the use of school districts that offer prekindergarten programs.

(2) Curriculum and instruction in the prekindergarten program must be standards-based.

(3) Prekindergarten programs may be offered to all 3 and 4 year olds or may be targeted to children who are most in need of prekindergarten services who reside in the district. Targeted programs may serve children who are at risk of school failure because of limited English proficiency, community factors, economic disadvantage, but may not exclude or be limited exclusively to children with disabilities. If a program is limited to an attendance area, children with disabilities must live in that attendance area to participate in the program. An attendance area is the geographic area within a school district designated by the school board for the purpose of assigning students to a school.

(4) The Secretary will issue guidance to school districts on developmentally appropriate curriculum, instruction and assessments for prekindergarten.

(5) Each school district that provides prekindergarten shall design an assessment system that includes prekindergarten and uses a variety of assessment strategies, which may include those listed in § 4.52(b) (relating to local assessment system), as appropriate.

(6) Prekindergarten programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20 students). Programs of high quality ordinarily have a student/teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students). Programs operating under contract with community providers must comply with staffing qualifications as required by § 49.85(e) (relating to limitations).

(7) Beginning in the 2009-2010 school year, a teacher aide in a prekindergarten program shall meet one of the following criteria:

(i) Completion of at least 2 years of postsecondary study.

(ii) Possession of an associate's degree or higher.

(iii) Ability to meet a rigorous standard of quality and demonstration through a formal State or local academic assessment of knowledge in and ability to assist in instructing reading, writing and mathematics. A rigorous standard of quality includes a demonstration of competence in basic literacy skills, including the ability to speak and write standard English and instruction of prekindergarten students in the acquisition of the knowledge, skills and abilities described in the early learning standards issued under paragraph (1).

(8) The Secretary may approve a meritorious prekindergarten program that does not meet all regulatory requirements for the program when, in the Secretary's judgment, the program provides high quality learning opportunities for students and meets the following conditions:

(i) The school district has submitted to the Secretary a written request that provides justification for the waiver and includes a description of how the meritorious program will provide high quality learning opportunities for students.

(ii) The approval of the meritorious prekindergarten program is valid only for 1 school year.

(iii) Requests for renewals include evidence of positive student outcomes.



(9) A school district may make individual exceptions to the age of prekindergarten students based upon local policy to permit the enrollment of children under 3 years of age and 5 years of age or older.

(10) A school district planning to offer or contract with a community agency to offer a prekindergarten program shall develop an implementation plan that describes the program and its target population. The plan must identify the facilities, staffing needs and other resources that it will use to deliver the program. The school district shall consult with parents, community agencies and organizations, and child care, early intervention and head start representatives when developing the implementation plan. In years subsequent to the initial year of the program, the implementation plan must be submitted to the Department every 3 years or when the plan is amended, whichever is sooner. A school district shall make the implementation plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors and submission of the plan to the Department.

(11) School district contracted prekindergarten programs operated by a community provider shall provide a lead teacher for each classroom who meets the following minimum qualifications:

(i) An associate's degree or greater in early childhood education or child development.

(ii) For programs operating before December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85(a) on or before December 16, 2011.

(iii) For programs contracted after December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85 within 5 years from the date students first attend the prekindergarten program.

**§ 4.21. Elementary education: primary and intermediate levels.**

(a) The primary program shall ordinarily be completed by children who are approximately 8 years of age. School districts, including charter schools, shall provide opportunities for individualized rates of learning and social and emotional development that reflect differing rates of development and learning styles of young children.

\* \* \* \* \*

(i) School districts, including charter schools, shall determine the most appropriate way to operate their primary and intermediate level elementary programs to achieve the purposes under subsections (b) and (d) and any mission, goals and academic standards as determined by the school entity.

(j) Students who have not achieved proficiency in reading and mathematics during their primary grades (K-3), as determined by the school entity, shall be afforded additional instructional opportunities through a grade-level learning plan developed by the school entity. The plan will assist the student in acquiring the knowledge and skills necessary to achieve at the proficient level. Assessments to measure proficiency shall be described in the local assessment system under § 4.52 (relating to local assessment system).

(k) Students who have not achieved proficiency in reading and mathematics by the end of grade 5 as determined on State assessments under § 4.51a (relating to Pennsylvania System of School Assessment) shall be

afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.

**§ 4.22. Middle level education.**

(a) The middle level planned instruction aligned with academic standards serves children who are approximately 11—14 years of age. School entities may modify the grouping of students based upon student needs identified by the school entity.

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(e) School entities shall determine the most appropriate way to operate their middle level programs to achieve the purposes under subsection (b) and any additional academic standards as determined by the school entity.

**§ 4.23. High school education.**

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(g) School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and any additional academic standards as determined by the school entity.

**§ 4.24. High school graduation requirements.**

(a) *Approval.* High school graduation requirements and revisions to them shall be approved by a school entity's governing board by September 2, 2014, and a copy of the requirements shall be published and distributed to students, parents and guardians. Copies of the requirements also shall be available in each school building or on each school entity's publicly accessible web site. Changes to high school graduation requirements shall be published and distributed to students, parents and guardians and made available in each school building or on each school entity's publicly accessible web site immediately following approval by the governing board.

(b) *Requirements through the 2015-2016 school year.* Each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall specify requirements for graduation. Requirements through the 2015-2016 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local assessments aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

(c) *Requirements beginning in the 2016-2017 school year.*

(1) *General.* Beginning in the 2016-2017 school year, each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall adopt and implement requirements for high school graduation that, at minimum, include:

(i) Course completion and grades.

(ii) Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment under § 4.51, § 4.51a or § 4.51b (relating to State assessment system; Pennsylvania System of School Assessment; and Keystone Exams).

(iii) Demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics (Appendix A-2); Science and Technology and Environment and Ecology (Appendix B), as determined through any one or a combination of the following:

(A) Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

(I) A school district, AVTS or charter school, including a cyber charter school, shall allow a student to take a Keystone Exam prior to taking the course associated with the exam's content provided that the student achieved a score of advanced on the most recent associated PSSA assessment administered to the student.

(II) A school district, AVTS or charter school, including a cyber charter school, shall allow a student who transfers from another state to take a Keystone Exam prior to taking the course associated with the exam's content, provided that the student achieved a score comparable to the PSSA's advanced performance level on a comparable assessment administered by another state.

(III) A school district, AVTS or charter school, including a cyber charter school, may allow a student who scores at the advanced level on a particular Keystone Exam prior to taking the course to be granted course credit for the course without having to complete the course.

(B) Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

(I) Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I), Science and Technology, Environment and Ecology (Biology), and Civics and Government.

(II) Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

(III) Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).

(IV) Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

(V) The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in § 4.52(f).

(VI) School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

(C) Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

(d) *Requirements beginning in the 2018-2019 school year.* Effective with the 2018-2019 school year, requirements in subsection (c)(1)(iii) must include a determination of proficiency in English Language Arts (Composition) (Appendix A-2).

(e) *Requirements beginning in the 2019-2020 school year.* Effective with the 2019-2020 school year, Civics and Government (Appendix C) is added to the academic standards in subsection (c)(1)(iii). The requirements in subsection (c)(1)(iii) must include a determination of proficiency in Civics and Government.

(f) *Career and technical education program students.* A student enrolled in a Department-approved career and technical education program may satisfy the requirements of subsections (d) and (e) upon completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology, in which a student demonstrates proficiency on the associated Keystone Exam, validated local assessment or project-based assessment, and achieves a score of competent or advanced on a Pennsylvania State Skills Assessment required under § 4.31(a) (relating to vocational-technical education).

(g) *Special education students.* Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence, charter school (including cyber charter school) or AVTS, if applicable. This subsection applies if the special education program of a child with a disability does not otherwise meet the requirements of this chapter.

(h) *Demonstration of proficiency.* For purposes of this section, a student shall be deemed proficient in the State-assessed standards whenever the student demonstrates proficiency through any of the options in subsection (c)(1)(iii), regardless of the student's grade level or age.

(i) *Transcripts.* Beginning in the 2003-2004 school year, and through the 2012-2013 school year, PSSA scores in each assessed discipline shall be included on student transcripts. Beginning in the 2016-2017 school year, the performance level demonstrated in each of the academic standards in subsections (c)—(e) shall be included on student transcripts. The information presented on a transcript must include the highest performance level demonstrated by a student on the associated Keystone Exam, validated local assessment or project-based assessment at the time the transcript is produced.

(j) *Release of scores.* This section does not allow for the release of individual student PSSA or Keystone Exam scores to the Department or other Commonwealth entities in accordance with § 4.51(f) and (g).

(k) *Supplemental instruction.* Beginning in the 2011-2012 school year, a student who does not demonstrate proficiency on a Keystone Exam or a locally validated assessment specified in subsection (c), (d) or (e) shall be offered supplemental instructional support by the student's school district, AVTS or charter school, including a cyber charter school. The supplemental instructional support must be consistent with the student's educational program and assist the student to attain proficiency in the State academic standards.

(l) *Out-of-state transfers.* A school district, AVTS or charter school, including a cyber charter school, shall determine whether a student who transfers from an out-of-State school having demonstrated proficiency in coursework and assessments aligned with the academic standards assessed by each Keystone Exam may satisfy the requirements of subsections (c)—(e) subject to guidance developed by the Secretary.

(m) *Transition.* To effect successful transition between requirements outlined in subsections (b) and (c) regarding requirements through the 2015-2016 school year and requirements beginning in the 2016-2017 school year, subsection (d) regarding requirements beginning in the 2018-2019 school year and subsection (e) regarding requirements beginning in the 2019-2020 school year, a student who will graduate in the 2016-2017 school year or thereafter, who successfully completes courses with academic content assessed under subsection (c), (d) or (e), regarding requirements beginning in the 2016-2017 school year, 2018-2019 school year and 2019-2020 school year for which both the Keystone Exams and local validated assessments were not available at the time the course was completed, shall be deemed proficient for purposes of this section.

**VOCATIONAL-TECHNICAL EDUCATION**

**§ 4.31. Vocational-technical education.**

(a) Vocational-technical education courses shall be developed in the planned instruction format and be accessible to all high school students attending those grades in which vocational-technical education courses are offered. All students and their parents or guardians shall be informed of the students' rights to participate in vocational-technical education programs and courses and that students with disabilities enrolled in the programs are entitled to services under Chapter 14 (relating to special education services and programs). Students who complete approved vocational-technical education programs shall have their occupational competency assessed by completion of the appropriate assessment under the Pennsylvania Skills Certificate Program or by completion of another occupational competency assessment approved by the Department. A student with a disability shall be provided appropriate accommodations when provided for in the student's individualized education program. Students shall also demonstrate proficiency in meeting academic standards as required under § 4.24 (relating to high school graduation requirements), including § 4.12(f) (relating to academic standards) and § 4.24(g) for students with disabilities with an individualized education program.

(b) Vocational-technical education courses may be taught at AVTSs or other high schools.

(c) Vocational-technical education programs must consist of a series of planned academic and vocational-technical education courses that are articulated with one another so that knowledge and skills are taught in a systematic manner. When appropriate, vocational-

technical education programs must adopt, in program areas for which they are available, industry recognized skills standards and may also include cooperative vocational-technical education and participation in vocational student organizations to develop leadership skills.

(d) Vocational-technical education courses must include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards.

(e) The record of a student enrolled in a vocational-technical education program must include the student's educational and occupational objectives and the results of the assessment of student competencies under subsection (d).

(f) Safety education, consisting of safety practices, accident prevention, occupational health habits and environmental concerns shall be integrated into the instruction and practices in vocational-technical education programs.

(g) School districts and AVTSs administering vocational-technical education programs shall develop written policies regarding admissions. Course announcements, guidance materials and other communications must convey the philosophy of equal access to students considering enrolling in AVTSs and include a description of admissions policies. The policies must assure that when admissions to AVTSs must be limited, the admissions shall be on a nondiscriminatory basis.

**§ 4.33. Advisory committees.**

(a) A school district or AVTS administering or planning to administer vocational-technical education programs shall appoint a local advisory committee. Membership on the committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions and the general public. The appointed advisory committee shall meet at least once each year and give advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, course offerings, support services, safety requirements and the skill needs of employers. An advisory committee may serve multiple institutions where employment areas overlap.

(b) An administrative committee, composed of chief school administrators representing participating school districts, shall be included in the organization of each AVTS. The committee shall advise the AVTS board and the administration concerning the educational program and policies of the school.

(c) An occupational advisory committee shall be established for each vocational-technical education program or cluster of related programs offered by a school district or AVTS. The committee shall be appointed by the board of directors, and a majority of the members of the committee shall be employees and employers in the occupation for which training is provided. The committee shall meet at least twice each year to advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters and to verify that the programs meet industry standards and, if appropriate, licensing board criteria and that they prepare students with occupation related competencies.



**ASSESSMENT****§ 4.51. State assessment system.**

(a) The State assessment system shall be designed to serve the following purposes:

(1) Provide students, parents, educators and citizens with an understanding of student and school performance consistent with the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425).

(2) Determine the degree to which school programs enable students to attain proficiency of academic standards under § 4.12 (relating to academic standards).

(3) Provide information to State policymakers, including the General Assembly and the Board, on how effective schools are in promoting and demonstrating student proficiency of academic standards.

(4) Provide information to the general public on school performance.

(5) Provide results to school entities based upon the aggregate performance of all students, for students with an Individualized Education Program (IEP) and for those without an IEP.

(6) Assess student proficiency in the Academic Standards for English Language Arts (Appendix A-2), Mathematics (Appendix A-2), Science and Technology and Environment and Ecology (Appendix B) and Civics and Government (Appendix C) for the purpose of determining, in part, a student's eligibility for high school graduation.

(b) The State assessment system must include PSSA assessments and Keystone Exams.

(c) Neither State assessments nor academic standards under § 4.12 may require students to hold or express particular attitudes, values or beliefs.

(d) The Department will make samples of State assessment questions, assessment formats and scoring guides available to the public after each administration of State assessments.

(e) To ensure that information regarding student performance is available to parents and teachers, State assessments developed under this section must include student names.

(f) Individual assessment results shall be used in planning instruction only by parents, teachers, administrators and guidance counselors with a need to know based upon local board policy on testing and in reporting academic progress.

(g) The Department and other Commonwealth entities are prohibited from collecting individual student test scores and may collect only aggregate test scores by school and district.

(h) The Board will authorize the expansion of the State assessment system through a revision of this chapter.

(1) The Board will not include National assessments as part of the State assessment system unless, upon consultation with teachers, counselors and parents representing students who have been identified under Chapter 14 (relating to special education services and programs), the Board determines the assessment is an appropriate means of assessing the academic progress of students identified under Chapter 14, or unless the General Assembly authorizes the use of a National assessment.

(2) Subject to paragraph (3), the Board will not, and the Department may not, be a governing state in any

consortium for the development of a National assessment for the purpose of utilization as part of the State assessment system.

(3) The Department may continue to participate in a consortium to develop an alternate assessment to measure the academic progress of students identified under Chapter 14.

(i) The Department will implement provisions for security of the State assessment system, including the following:

(1) Action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores or in some other fashion compromise the integrity of the State assessment system as determined by the school district, AVTS or charter school, including a cyber charter school, shall be subject to disciplinary action under the Educator Discipline Act (24 P. S. §§ 2070.1a—2070.18c).

(2) Cheating by students or employees other than those covered in paragraph (1) shall be subject to disciplinary action by the school district, AVTS or charter school, including a cyber charter school.

(3) Cheating or breaches of assessment security shall be reported to the Secretary as soon as detected.

(j) The Secretary is authorized to establish guidelines for the administration of the State assessment system.

(k) The Secretary will report each September to the Board and the General Assembly information and pertinent data regarding the State assessment system. The Secretary also will provide each school entity information and pertinent data for the school entity and its students.

(l) Children with disabilities and children with limited English proficiency shall be included in the State assessment system as required by Federal law, with appropriate accommodations when necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the PSSA or Keystone Exams as determined by each child's individualized education program team under the Individuals with Disabilities Education Act and this part.

**§ 4.51a. Pennsylvania System of School Assessment.**

(a) All PSSA assessments administered in English Language Arts, Mathematics, and Science and Technology and Environment and Ecology will be standards-based and criterion referenced and include essay or open-ended response items in addition to other item formats. The proportion of type of items will vary by grade level. The criteria for judging performance on PSSA assessments are as follows:

(1) Performance on PSSA English Language Arts assessments shall be demonstrated by students' responses to comprehension questions about age-appropriate reading passages, by their written responses to in-depth comprehension questions about the passages and by the quality of their written compositions on a variety of topics and modes of writing.

(2) Performance on PSSA mathematics assessments shall be demonstrated by students' responses to questions about grade-appropriate content and by the quality of their responses to questions that require a written solution to a problem.

(3) Performance on PSSA science assessments shall be demonstrated by students' responses to grade appropriate content and by the quality of their responses to questions

that demonstrate knowledge of each category of the standards for science and technology and environment and ecology.

(4) Performance levels shall be advanced, proficient, basic and below basic. In consultation with educators, students, parents and citizens, the Department will develop and recommend to the Board for its approval specific criteria for advanced, proficient, basic and below basic levels of performance.

(b) The Department will develop or cause to be developed PSSA assessments based on Pennsylvania Core Standards in Mathematics and English Language Arts under § 4.12 (relating to academic standards) and contained in Appendix A-2 and academic standards in Science and Technology and Environment and Ecology under § 4.12 and contained in Appendix B. In developing PSSA assessments, the Department will consult with educators, students, parents and citizens regarding the specific methods of assessment.

(c) The PSSA assessments shall be administered annually and include assessments of the State academic standards in Mathematics and English Language Arts at grades 3 through 8, and in Science and Technology and Environment and Ecology at grades 4 and 8.

**§ 4.51b. Keystone Exams.**

(a) The Department will develop or cause to be developed Keystone Exams as provided in this subsection. (This subsection is intended by the Board to be a continuation of § 4.51(f) (relating to State assessment system) as published at 40 Pa.B. 240 (January 9, 2010) and referenced in section 102 of the School Code (24 P. S. § 1-102).)

(1) Three assessments aligned with the Mathematics standards, contained in Appendix A-2, that assess the academic content traditionally included in Algebra I, Algebra II and Geometry courses.

(2) Two assessments aligned with select English Language Arts standards, contained in Appendix A-2 that assess academic content traditionally included in high school literature and composition courses.

(3) Three assessments aligned with select History and Civics and Government standards, contained in Appendix C, that assess content traditionally included in high school level American History, World History and Civics and Government courses.

(4) Two assessments aligned with select standards for Science and Technology and Environment and Ecology, contained in Appendix B, that assess academic content traditionally included in high school level Biology and Chemistry courses.

(b) Keystone Exams shall be offered at least three times each year: once each in the fall, spring and summer.

(c) Keystone Exams shall be administered, reviewed and scored so that scores for candidates for graduation are provided to schools no later than 10 calendar days prior to graduation. A school district, AVTS or charter school, including a cyber charter school, may request the Department to approve alternative test administration and scoring time frames. The Department will publish guidelines and procedures for approving alternative test administration and scoring time frames on its web site. The guidelines will provide for approval of all requests unless the approval is contrary to standards of test validity and scoring.

(d) A student shall be permitted to retake any Keystone Exam, or Keystone Exam module, in which the student did not score proficient or above at the next available testing date, so long as the student has participated in a satisfactory manner in supplemental instruction as provided under § 4.24(k) (relating to high school graduation requirements) and subsection (f). There is not a limit on the number of times a student who did not score proficient on a Keystone Exam is permitted to retake the Keystone Exam or Keystone Exam module. A student who has achieved a score of proficient or advanced on a Keystone Exam is not permitted to retake the exam.

(e) Each Keystone Exam will be designed in modules that reflect distinct, related academic content that is common to the traditional progression of coursework to allow students who do not score proficient or above to retake those portions of the test in which they did not score proficient or above.

(f) A student taking Keystone Exams, or Keystone Exam modules, who did not score proficient on a Keystone Exam, or Keystone Exam module, shall be provided supplemental instruction consistent with the student's educational program by the student's school district, AVTS or charter school, including a cyber charter school, until the student can demonstrate proficiency in the subject area or the student begins a project-based assessment provided in § 4.51c (relating to project-based assessment).

(g) Performance levels for Keystone Exams shall be set at the advanced, proficient, basic and below basic levels. In consultation with the Performance Level Advisory Committee, the Department will develop and recommend to the Board for its approval performance level descriptors and performance level cut scores for the Keystone Exams and any alternative assessments developed to assess students with disabilities as permitted by the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425). The Department will use widely-accepted psychometric procedures to establish the cut scores. Cut scores shall be presented at a public meeting of the Board for its review at least 2 weeks prior to scheduled Board action on the cut scores.

(h) The Department will provide guidance to school districts, AVTSs and charter schools, including cyber charter schools, as to the appropriate accommodations school entities shall provide to students with disabilities, students who are gifted and English language learners, when appropriate.

(i) Beginning in the 2012-2013 school year, Keystone Exams in the following subjects will be developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assessing high school graduation requirements in § 4.24(c)(1)(iii):

- Algebra I
- Literature
- Biology

(j) Subject to funding appropriated by the General Assembly for development of the exams and related project-based assessments and validation of related local assessments, Keystone Exams in the following subjects will be developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assess-

ing high school graduation requirements in § 4.24(c)(1)(iii) in accordance with the following schedule:

School Year 2015-2016 English Composition  
School Year 2016-2017 Civics and Government

(1) During the 2014-2015 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in English Composition for the purpose of gathering data to set performance level cut scores for the exam.

(2) During the 2015-2016 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in Civics and Government for the purpose of gathering data to set performance level cut scores for the exam.

(k) Subject to funding appropriated by the General Assembly for development of the exams, Keystone Exams in the following subjects will be developed by the Department and made available for voluntary use by school districts, AVTSs and charter schools, including cyber charter schools, in accordance with the following schedule:

School Year 2016-2017 Geometry  
School Year 2017-2018 U.S. History  
School Year 2018-2019 Algebra II  
School Year 2019-2020 Chemistry  
School Year 2020-2021 World History

(l) The Department will seek to have the Keystone Exams approved as the high school level single accountability system under the No Child Left Behind Act of 2001. Upon approval by the United States Department of Education, the Algebra I and Literature exams will be used to determine adequate yearly progress at the high school level. The Biology Keystone Exam will be used as the high school level science assessment, which is not a factor in determining adequate yearly progress. If the Keystone Exams receive approval as the high school level accountability measure, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Literature, Algebra I and Biology exams as end-of-course tests in the grade level in which students complete the relevant coursework.

(m) The 11th grade PSSA exams in Reading, Writing, Math and Science shall be discontinued upon implementation of the Keystone Exams as the approved assessment system under section 1111(b)(2)(C) of the No Child Left Behind Act of 2001 (20 U.S.C.A. § 6311(b)(2)(C)).

(n) At least once every 5 years, the Department will contract with a qualified, independent research organization to perform a validity study of the Keystone Exams using generally accepted education research standards. These studies will determine, at a minimum, the degree to which the Keystone Exams and performance level cut scores are valid for the purposes for which they are used; aligned with State academic standards; aligned with performance levels of other states; internationally benchmarked; and predict college and career success. In addition, all Keystone Exams, performance level descriptors and cut scores will be subject to the best available forms of content, criterion and consequential validation.

(o) The Department will establish a State Assessment Validation Advisory Committee (Committee). The Committee will advise the Department on its plans to conduct the validity study and review and provide feedback on its findings.

(p) The Department and the Committee will investigate the use of a certificate based on industry approved

standards and performance on an NOCTI exam as an alternative pathway to graduation and will make a report and recommendation to the Board by January 10, 2011.

#### § 4.51c. Project-based assessment.

(a) The Department will develop a project-based assessment system that is aligned with the modules for the Keystone Exams in Literature, Algebra I, Biology, Composition, and Civics and Government for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module, or if § 4.4(d)(4) (relating to general policies) applies.

(b) The project-based assessment system shall be administered by schools and scored by Statewide panels composed of teachers, principals and curriculum specialists assembled by the Department. The Statewide review panels shall score student projects according to scoring protocols and rubrics developed by the Department.

(c) A student in grade 12 who has not demonstrated proficiency on a Keystone Exam or Keystone Exam module may qualify to participate in one or more project-based assessments if the student has met the following conditions:

(1) Has taken the course.

(2) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.

(3) Has participated in a satisfactory manner in supplemental instructional services consistent with the student's educational program provided by the school district, AVTS or charter school, including a cyber charter school, as provided under §§ 4.24(k) and 4.51b(f) (relating to high school graduation requirements; and Keystone Exams).

(d) A student below grade 12 who has not demonstrated proficiency on a Keystone Exam or Keystone Exam module after at least two attempts on the exam or module may qualify to participate in one or more project-based assessments if the student has met the following conditions:

(1) Has taken the course.

(2) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.

(3) Has participated in a satisfactory manner in supplemental instructional services consistent with the student's educational program provided by the school district, AVTS or charter school, including a cyber charter school, as provided under §§ 4.24(k) and 4.51b(f).

(e) A student to whom § 4.4(d)(4) applies may qualify to participate in one or more project-based assessments if the student has met the following conditions:

(1) Has taken the course.

(2) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.

(f) Successful completion of a project-based assessment aligned to the Keystone Exam or Keystone Exam module on which a student did not demonstrate proficiency shall satisfy the requirements that students achieve proficiency on the Keystone Exams in § 4.24.

(g) A student enrolled in a Department-approved career and technical education program who has not demonstrated proficiency on a Keystone Exam or Keystone



Exam module in Biology may qualify to participate in a project-based assessment in Biology if the student has met the following conditions:

- (1) Has taken the course.
- (2) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.

**§ 4.51d. Waivers.**

A chief school administrator, in his sole discretion, may waive the requirements in § 4.24 (relating to high school graduation requirements) on a case-by-case basis for good cause. Waivers may be granted for a student in grade 12 who was not successful in completing a project-based assessment as provided in § 4.51c (relating to project-based assessment), or to accommodate a student who experiences extenuating circumstances (including serious illness, death in immediate family, family emergency, frequent transfers in schools or transfer from an out-of-State school in grade 12).

(1) Prior to granting a waiver, a chief school administrator shall certify that the student meets the following criteria:

(i) Has met the local requirements of the school district, AVTS or charter school, including a cyber charter school, for graduation, except for demonstration of proficiency of the requirements in § 4.24(c)(1)(iii)(A) for which the waiver is being requested.

(ii) Has not demonstrated proficiency on a Keystone Exam or Keystone Exam module.

(iii) If the student is required to participate in supplemental instruction under § 4.24(k) and § 4.51b(f) (relating to Keystone Exams), has participated in a satisfactory manner in supplemental instructional services consistent with the student's educational program provided by the school district, AVTS or charter school, including a cyber charter school.

(iv) Has not successfully completed a project-based assessment aligned to the Keystone Exam or Keystone Exam module on which the student did not demonstrate proficiency.

(2) If a chief school administrator is considering granting waivers for more than 10% of students in the graduating class of a school district, AVTS or charter school, including a cyber charter school, because the students were not successful in completing a project-based assessment as provided in § 4.51c, the chief school administrator shall submit an action plan for approval by the Secretary no later than 10 calendar days prior to graduation. The action plan must identify improvements the school district, AVTS or charter school, including a cyber charter school, will implement to each course associated with the Keystone Exam content for which the waivers were granted.

(3) The chief school administrator of each school district, AVTS and charter school, including a cyber charter school, shall annually report to the Department the number of waivers granted to students in the most recent graduating class, and the Department will annually report to the Board the number of waivers granted by each school district, AVTS and charter school, including a cyber charter school.

(4) The waiver process described in this section does not confer an individual right on any student.

(5) The decision of a chief school administrator concerning a waiver request is not an adjudication.

(6) Disapproval of the action plan required under paragraph (2) does not confer an individual right on any student relative to a waiver determination made by a chief school administrator.

**§ 4.52. Local assessment system.**

(a) Each school entity shall design an assessment system to do the following:

(1) Determine the degree to which students are achieving academic standards under § 4.12 (relating to academic standards). The school entity shall provide assistance to students not attaining academic standards at the proficient level or better.

(2) Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.

(3) Provide information requested by the Department regarding the achievement of academic standards, but which does not include student names, identification numbers or individually identifiable information.

(4) Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students, but which does not include student names, identification numbers or individually identifiable information.

(b) The local assessment system shall be approved by the board of school directors, at minimum, once every 6 years and implemented no later than 1 year after the approval date.

(c) The local assessment system shall be designed to include a variety of assessment strategies which may include the following:

- (1) Written work by students.
- (2) Scientific experiments conducted by students.
- (3) Works of art or musical, theatrical or dance performances by students.
- (4) Other demonstrations, performances, products or projects by students related to specific academic standards.
- (5) Examinations developed by teachers to assess specific academic standards.
- (6) Nationally-available achievement tests.
- (7) Diagnostic assessments.
- (8) Evaluations of portfolios of student work related to achievement of academic standards.
- (9) Other measures as appropriate, which may include standardized tests.

(d) Individual test information shall be maintained in a student's educational record in a manner consistent with section 444 of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1232g) and 34 CFR Part 99 (relating to family educational rights and privacy).

(e) Children with disabilities shall be included in the local assessment system, with appropriate accommodations, when necessary. As appropriate, the school district, including a charter school, including a cyber charter school, or AVTS shall develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the local assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.



(f) The Department will establish a Local Assessment Validation Advisory Committee (Committee). The Committee will develop the criteria for the local validation process and criteria for selection of approved validation entities as provided in § 4.24(c)(1)(iii)(B) (relating to high school graduation requirements). The Department, in consultation with the Committee, will establish a list of entities approved to perform independent validations of local assessments. The Committee will submit its recommendations for approval or disapproval to the Board. The Department will post the approved criteria, selection criteria and list of approved entities on its web site.

**SCHOOL PROFILES**

**§ 4.61. School profiles.**

(a) School profiles developed by the Secretary will include information as required under section 220 of the School Code (24 P. S. § 2-220).

(b) The Secretary will prescribe procedures for reporting State assessment data to schools and communities.

(c) The Secretary will make available to the public, and report to the public with the same frequency and in the same detail as for children who are nondisabled, all data as required under the Individuals with Disabilities Education Act.

**APPENDIX A-1  
[Reserved]**

**APPENDIX A-2  
Pennsylvania Core Standards for English Language Arts and Mathematics**

**Pennsylvania Core Standards for English Language Arts  
Grades Pre K-5**

**INTRODUCTION**

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

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

- Standard 1: *Foundational Skills* begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: *Reading Informational Text* enables students to read, understand, and respond to informational text.
- Standard 3: *Reading Literature* enables students to read, understand, and respond to works of literature.

Standard 4: *Writing* develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.

Standard 5: *Speaking and Listening* focuses students on communication skills that enable critical listening and effective presentation of ideas.

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

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

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

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

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

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

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

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

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

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

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

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

**Writing** ..... 1.4

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

- Informative/Explanatory
- Opinion/Argumentative

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

**Speaking and Listening** ..... 1.5

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

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

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

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

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



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

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details	<b>CC.1.2.PK.A</b> With prompting and support, retell key details of text that support a provided main idea.	<b>CC.1.2.K.A</b> With prompting and support, identify the main idea and retell key details of text.	<b>CC.1.2.1.A</b> Identify the main idea and retell key details of text.	<b>CC.1.2.2.A</b> Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>CC.1.2.3.A</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>CC.1.2.4.A</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>CC.1.2.5.A</b> Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
					E03.B-K.1.1.2	E04.B-K.1.1.2	E05.B-K.1.1.2

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details Text Analysis	<b>CC.1.2.PK.B</b> Answer questions about a text.	<b>CC.1.2.K.B</b> With prompting and support, answer questions about key details in a text.	<b>CC.1.2.1.B</b> Ask and answer questions about key details in a text.	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>CC.1.2.3.B</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1	<b>CC.1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1	<b>CC.1.2.5.B</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1
Key Ideas and Details Text Analysis	<b>CC.1.2.PK.C</b> With prompting and support, make connections between information in a text and personal experiences.	<b>CC.1.2.K.C</b> With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	<b>CC.1.2.1.C</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.	<b>CC.1.2.3.C</b> Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3	<b>CC.1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3	<b>CC.1.2.5.C</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3
Craft and Structure Point of View	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>CC.1.2.3.D</b> Explain the point of view of the author. E03.B-C.2.1.1	<b>CC.1.2.4.D</b> Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1	<b>CC.1.2.5.D</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1
Craft and Structure Text and Structure	<b>CC.1.2.PK.E</b> Identify the front cover, back cover, and title page of a book.	<b>CC.1.2.K.E</b> Identify parts of a book (title, author) and parts of a text (beginning, end, details).	<b>CC.1.2.1.E</b> Use various text features and search tools to locate key facts or information in a text.	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.	<b>CC.1.2.3.E</b> Use text features and search tools to locate and interpret information. E03.B-C.2.1.2	<b>CC.1.2.4.E</b> Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2	<b>CC.1.2.5.E</b> Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Craft and Structure Vocabulary	<b>CC.1.2.PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.	<b>CC.1.2.K.F</b> With prompting and support, ask questions about unknown words in a text.	<b>CC.1.2.1.F</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	<b>CC.1.2.3.F</b> Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2	<b>CC.1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2	<b>CC.1.2.5.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2
	<b>CC.1.2.PK.G</b> With prompting and support, answer questions to connect illustrations to the written word.	<b>CC.1.2.K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.	<b>CC.1.2.1.G</b> Use the illustrations and details in a text to describe its key ideas.	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.	<b>CC.1.2.3.G</b> Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3	<b>CC.1.2.4.G</b> Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3	<b>CC.1.2.5.G</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. E05.B-C.3.1.3
Integration of Knowledge and Ideas Diverse Media							

<p><b>1.2 Reading Informational Text</b>  <b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>Integration of Knowledge and Ideas</b>                      Evaluating Arguments</p>	<p><b>CC.1.2.PK.I</b>                      Intentionally Blank</p>	<p><b>CC.1.2.K.H</b>                      With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>CC.1.2.1.H</b>                      Identify the reasons an author gives to support points in a text.</p>	<p><b>CC.1.2.2.H</b>                      Describe how reasons support specific points the author makes in a text.</p>	<p><b>CC.1.2.3.H</b>                      Describe how an author connects sentences and paragraphs in a text to support particular points.</p>	<p><b>CC.1.2.4.H</b>                      Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>CC.1.2.5.H</b>                      Determine how an author supports particular points in a text through reasons and evidence.</p>
<p><b>Integration of Knowledge and Ideas</b>                      Analysis Across Texts</p>	<p><b>CC.1.2.PK.I</b>                      With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p>	<p><b>CC.1.2.K.I</b>                      With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p>	<p><b>CC.1.2.1.I</b>                      Identify basic similarities in and differences between two texts on the same topic.</p>	<p><b>CC.1.2.2.I</b>                      Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>CC.1.2.3.I</b>                      Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>CC.1.2.4.I</b>                      Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p>	<p><b>CC.1.2.5.I</b>                      Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p>



1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary Acquisition and Use	<b>CC.1.2.PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<b>CC.1.2.K.J</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	<b>CC.1.2.1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>CC.1.2.3.J</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.B-V.4.1.1 E03.B-V.4.1.2	<b>CC.1.2.4.J</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2.	<b>CC.1.2.5.J</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2.
Vocabulary Acquisition and Use	<b>CC.1.2.PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>CC.1.2.K.K</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>CC.1.2.1.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	<b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	<b>CC.1.2.3.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E03.B-V.4.1.1	<b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E04.B-V.4.1.1	<b>CC.1.2.5.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E05.B-V.4.1.1
Range of Reading	<b>CC.1.2.PK.L</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>CC.1.2.K.L</b> Actively engage in group reading activities with purpose and understanding.	<b>CC.1.2.1.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.2.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.3.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.5.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details Theme	<b>CC.1.3.PK.A</b> With prompting and support, retell a familiar story in sequence with picture support.	<b>CC.1.3.K.A</b> With prompting and support, retell familiar stories including key details.	<b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral.	<b>CC.1.3.3.A</b> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2	<b>CC.1.3.4.A</b> Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	<b>CC.1.3.5.A</b> Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.A-K.1.1.2
Key Ideas and Details Text Analysis	<b>CC.1.3.PK.B</b> Answer questions about a particular story (who, what, how, when, and where).	<b>CC.1.3.K.B</b> Answer questions about key details in a text.	<b>CC.1.3.1.B</b> Ask and answer questions about key details in a text.	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>CC.1.3.3.B</b> Ask and answer questions about the text and make inferences from text, referring to responses. E03.A-K.1.1.1	<b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1	<b>CC.1.3.5.B</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1
Key Ideas and Details Literary Elements	<b>CC.1.3.PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.	<b>CC.1.3.K.C</b> With prompting and support, identify characters, settings, and major events in a story.	<b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story, using key details.	<b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.	<b>CC.1.3.3.C</b> Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3	<b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	<b>CC.1.3.5.C</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Craft and Structure Point of View	<b>CC.1.3.PK.D</b> With prompting and support, name the author and illustrator of a story.	<b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.	<b>CC.1.3.1.D</b> Identify who is telling the story at various points in a text.	<b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>CC.1.3.3.D</b> Explain the point of view of the author. E03.A-C.2.1.1	<b>CC.1.3.4.D</b> Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	<b>CC.1.3.5.D</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1
Craft and Structure Text Structure	<b>CC.1.3.PK.E</b> With prompting and support, recognize common types of text.	<b>CC.1.3.K.E</b> Recognize common types of text.	<b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	<b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>CC.1.3.3.E</b> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	<b>CC.1.3.4.E</b> Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.	<b>CC.1.3.5.E</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Craft and Structure Vocabulary	<b>CC.1.3.PK.F</b> Answer questions about unfamiliar words read aloud from a story.	<b>CC.1.3.K.F</b> Ask and answer questions about unknown words in a text.	<b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	<b>CC.1.3.3.F</b> Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2	<b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	<b>CC.1.3.5.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2

<p><b>1.3 Reading Literature</b>                      Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.3.PK.G</b>                      Describe pictures in books using details.</p>	<p><b>CC.1.3.K.G</b>                      Make connections between the illustrations and the text in a story (read or read aloud).</p>	<p><b>CC.1.3.1.G</b>                      Use illustrations and details in a story to describe characters, setting, or events.</p>	<p><b>CC.1.3.2.G</b>                      Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<p><b>CC.1.3.3.G</b>                      Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>CC.1.3.4.G</b>                      Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>CC.1.3.5.G</b>                      Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	
<p><b>CC.1.3.PK.H</b>                      Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>CC.1.3.K.H</b>                      Compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>CC.1.3.1.H</b>                      Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>CC.1.3.2.H</b>                      Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p><b>CC.1.3.3.H</b>                      Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p><b>CC.1.3.4.H</b>                      Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p>	<p><b>CC.1.3.5.H</b>                      Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p>	<p>E03.A-C.3.1.1</p> <p>E04.A-C.3.1.1</p> <p>E05.A-C.3.1.1</p>
<p>Integration of Knowledge and Ideas                      Sources of Information</p>							
<p>Integration of Knowledge and Ideas                      Text Analysis</p>							



1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary Acquisition and Use Strategies	<b>CC.1.3.PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>CC.1.3.1.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	<b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	<b>CC.1.3.3.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E03.A-V.4.1.1	<b>CC.1.3.4.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E04.A-V.4.1.1	<b>CC.1.3.5.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1
Vocabulary Acquisition and Use	<b>CC.1.3.PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<b>CC.1.3.K.J</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	<b>CC.1.3.1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	<b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>CC.1.3.3.J</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.A-V.4.1.1 E03.A-V.4.1.2	<b>CC.1.3.4.J</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2.	<b>CC.1.3.5.J</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2.
Range of Reading	<b>CC.1.3.PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.	<b>CC.1.3.1.K</b> Read and comprehend literature on grade level, reading independently and proficiently.	<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.	<b>CC.1.3.3.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>CC.1.3.4.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>CC.1.3.5.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory	<b>CC.1.4.PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.	<b>CC.1.4.K.A</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	<b>CC.1.4.1.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information.	<b>CC.1.4.2.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>CC.1.4.3.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>CC.1.4.4.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>CC.1.4.5.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Focus	<b>CC.1.4.PK.B</b> With prompting and support, draw/dictate about one specific topic.	<b>CC.1.4.K.B</b> Use a combination of drawing, dictating, and writing to focus on one specific topic.	<b>CC.1.4.1.B</b> Identify and write about one specific topic.	<b>CC.1.4.2.B</b> Identify and introduce the topic.	<b>CC.1.4.3.B</b> Identify and introduce the topic.	<b>CC.1.4.4.B</b> Identify and introduce the topic clearly.	<b>CC.1.4.5.B</b> Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1
Informative/Explanatory Content	<b>CC.1.4.PK.C</b> With prompting and support, generate ideas to convey information.	<b>CC.1.4.K.C</b> With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	<b>CC.1.4.1.C</b> Develop the topic with two or more facts.	<b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.	<b>CC.1.4.3.C</b> Develop the topic with facts, definitions, details, and illustrations, as appropriate. E03C.1.2.2	<b>CC.1.4.4.C</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E04C.1.2.2 E04E.1.1.2	<b>CC.1.4.5.C</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E05C.1.2.2 E05E.1.1.2

1.4	<b>Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
	<b>Grade Pre K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Informative/Explanatory	<b>CC.1.4.PK.D</b> With prompting and support, make logical connections between drawing and dictation.	<b>CC.1.4.K.D</b> Make logical connections between drawing and dictation/writing.	<b>CC.1.4.1.D</b> Group information and provide some sense of closure.	<b>CC.1.4.2.D</b> Group information and provide a concluding statement or section.	<b>CC.1.4.3.D</b> Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4	<b>CC.1.4.4.D</b> Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	<b>CC.1.4.5.D</b> Group related information logically linking ideas within and across categories of words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6
Informative/Explanatory	Intentionally Blank	<b>CC.1.4.K.E</b> With prompting and support, illustrate using details and dictate/write using descriptive words.	<b>CC.1.4.1.E</b> Choose words and phrases for effect.	<b>CC.1.4.2.E</b> Choose words and phrases for effect.	<b>CC.1.4.3.E</b> Choose words and phrases for effect. E03.D.2.1.1	<b>CC.1.4.4.E</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	<b>CC.1.4.5.E</b> Write with an awareness of style. <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying length.</li> </ul> E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Intentionally Blank	<b>CC.1.4.K.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>	<b>CC.1.4.1.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>	<b>CC.1.4.2.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<b>CC.1.4.3.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>E03.D.1.1.1</li> <li>E03.D.1.1.2</li> <li>E03.D.1.1.3</li> <li>E03.D.1.1.4</li> <li>E03.D.1.1.5</li> <li>E03.D.1.1.6</li> <li>E03.D.1.1.7</li> <li>E03.D.1.1.8</li> <li>E03.D.1.1.9</li> <li>E03.D.1.2.1</li> <li>E03.D.1.2.2</li> <li>E03.D.1.2.3</li> <li>E03.D.1.2.4</li> <li>E03.D.1.2.5</li> <li>E03.D.1.2.6</li> </ul>	<b>CC.1.4.4.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>E04.D.1.1.1</li> <li>E04.D.1.1.2</li> <li>E04.D.1.1.3</li> <li>E04.D.1.1.4</li> <li>E04.D.1.1.5</li> <li>E04.D.1.1.6</li> <li>E04.D.1.1.7</li> <li>E04.D.1.1.8</li> <li>E04.D.1.2.1</li> <li>E04.D.1.2.2</li> <li>E04.D.1.2.3</li> <li>E04.D.1.2.4</li> </ul>	<b>CC.1.4.5.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>E05.D.1.1.1</li> <li>E05.D.1.1.2</li> <li>E05.D.1.1.3</li> <li>E05.D.1.1.4</li> <li>E05.D.1.1.5</li> <li>E05.D.1.1.6</li> <li>E05.D.1.1.7</li> <li>E05.D.1.1.8</li> <li>E05.D.1.2.1</li> <li>E05.D.1.2.2</li> <li>E05.D.1.2.3</li> <li>E05.D.1.2.4</li> <li>E05.D.1.2.5</li> </ul>
Intentionally Blank	<b>CC.1.4.K.G</b> Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	<b>CC.1.4.1.G</b> Write opinion pieces on familiar topics.	<b>CC.1.4.2.G</b> Write opinion pieces on familiar topics or texts.	<b>CC.1.4.3.G</b> Write opinion pieces on familiar topics or texts.	<b>CC.1.4.4.G</b> Write opinion pieces on topics or texts.	<b>CC.1.4.5.G</b> Write opinion pieces on topics or texts.
Intentionally Blank	<b>CC.1.4.K.H</b> Form an opinion by choosing between two given topics.	<b>CC.1.4.1.H</b> Form an opinion by choosing among given topics.	<b>CC.1.4.2.H</b> Identify the topic and state an opinion.	<b>CC.1.4.3.H</b> Introduce the topic and state an opinion on the topic. E03.C.1.1.1	<b>CC.1.4.4.H</b> Introduce the topic and state an opinion on the topic. E04.C.1.1.1 E04.E.1.1.1	<b>CC.1.4.5.H</b> Introduce the topic and state an opinion on the topic. E05.C.1.1.1 E05.E.1.1.1



1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Intentionally Blank	<b>CC.1.4.K.I</b> Support the opinion with reasons.	<b>CC.1.4.1.I</b> Support the opinion with reasons related to the opinion.	<b>CC.1.4.2.I</b> Support the opinion with reasons that include details connected to the opinion.	<b>CC.1.4.3.I</b> Support an opinion with reasons. E03.C.1.1.2	<b>CC.1.4.4.I</b> Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	<b>CC.1.4.5.I</b> Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2
Intentionally Blank	<b>CC.1.4.K.J</b> Make logical connections between drawing and writing.	<b>CC.1.4.1.J</b> Create an organizational structure that includes reasons and provides some sense of closure.	<b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement.	<b>CC.1.4.3.J</b> Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	<b>CC.1.4.4.J</b> Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	<b>CC.1.4.5.J</b> Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E05.C.1.1.1 E05.C.1.1.3 E05.C.1.1.5 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6
Opinion/Argumentative Content						
Opinion/Argumentative Organization						

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Intentionally Blank	Intentionally Blank	<b>CC.1.4.1.K</b> Use a variety of words and phrases.	<b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience.	<b>CC.1.4.3.K</b> Use a variety of words and sentence types to appeal to the audience.  E03.D.1.1.9 E03.D.2.1.1	<b>CC.1.4.4.K</b> Choose words and phrases to convey ideas precisely.  E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	<b>CC.1.4.5.K</b> Write with an awareness of style. <ul style="list-style-type: none"> <li>Use sentences of varying length.</li> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5
Intentionally Blank	<b>CC.1.4.K.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and use end punctuation.</li> <li>Spell simple words phonetically.</li> </ul>	<b>CC.1.4.1.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation; use commas in dates and words in series.</li> <li>Spell words drawing on common spelling patterns.</li> <li>Consult reference material as needed.</li> </ul>	<b>CC.1.4.2.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling. <ul style="list-style-type: none"> <li>Capitalize proper nouns.</li> <li>Use commas and apostrophes appropriately.</li> <li>Spell words drawing on common spelling patterns.</li> <li>Consult reference material as needed.</li> </ul>	<b>CC.1.4.3.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling.  E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	<b>CC.1.4.4.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling.  E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	<b>CC.1.4.5.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation, and spelling.  E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5
Opinion/Argumentative Style						
Opinion/Argumentative Conventions of Language						

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative	<b>CC.1.4.PK.M</b> Dictate narratives to describe real or imagined experiences or events.	<b>CC.1.4.K.M</b> Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	<b>CC.1.4.1.M</b> Write narratives to develop real or imagined experiences or events.	<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.	<b>CC.1.4.3.M</b> Write narratives to develop real or imagined experiences or events.	<b>CC.1.4.4.M</b> Write narratives to develop real or imagined experiences or events.	<b>CC.1.4.5.M</b> Write narratives to develop real or imagined experiences or events.
Narrative Focus	<b>CC.1.4.PK.N</b> Establish who and what the narrative will be about.	<b>CC.1.4.K.N</b> Establish who and what the narrative will be about.	<b>CC.1.4.1.N</b> Establish who and what the narrative will be about.	<b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters.	<b>CC.1.4.3.N</b> Establish a situation and introduce a narrator and/or characters. E03C.1.3.1	<b>CC.1.4.4.N</b> Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	<b>CC.1.4.5.N</b> Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1
Narrative Content	<b>CC.1.4.PK.O</b> With prompting and support describe experiences and events.	<b>CC.1.4.K.O</b> Describe experiences and events.	<b>CC.1.4.1.O</b> Include thoughts and feelings to describe experiences and events.	<b>CC.1.4.2.O</b> Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	<b>CC.1.4.3.O</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. E03C.1.3.2	<b>CC.1.4.4.O</b> Use dialogue and descriptions to develop experiences and events or show the responses of characters to concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	<b>CC.1.4.5.O</b> Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4

1.4	<p><b>Writing</b>                  Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>						
	<p><b>Grade Pre K</b>  <b>CC.1.4.PK.P</b>                  Recount a single event and tell about the events in the order in which they occurred.</p>	<p><b>Grade K</b>  <b>CC.1.4.K.P</b>                  Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>Grade 1</b>  <b>CC.1.4.1.P</b>                  Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p>	<p><b>Grade 2</b>  <b>CC.1.4.2.P</b>                  Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>	<p><b>Grade 3</b>  <b>CC.1.4.3.P</b>                  Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.                   E03.C.1.3.1                  E03.C.1.3.3                  E03.C.1.3.4</p>	<p><b>Grade 4</b>  <b>CC.1.4.4.P</b>                  Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.                   E04.C.1.3.1                  E04.C.1.3.3                  E04.C.1.3.5</p>	<p><b>Grade 5</b>  <b>CC.1.4.5.P</b>                  Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.                   E05.C.1.3.1                  E05.C.1.3.3                  E05.C.1.3.5</p>
<p>Narrative</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.1.Q</b>                  Use a variety of words and phrases.</p>	<p><b>CC.1.4.2.Q</b>                  Choose words and phrases for effect</p>	<p><b>CC.1.4.3.Q</b>                  Choose words and phrases for effect.                   E03.D.2.1.1</p>	<p><b>CC.1.4.4.Q</b>                  Choose words and phrases to convey ideas precisely.                   E04.C.1.3.4                  E04.D.2.1.1                  E04.D.2.1.3                  E04.E.1.1.4</p>	<p><b>CC.1.4.5.Q</b>                  Write with an awareness of style.                  • Use sentences of varying length.                  • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                   E05.C.1.3.4                  E05.D.2.1.1                  E05.D.2.1.2                  E05.D.2.1.3                  E05.D.2.1.4</p>
<p>Narrative</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.1.Q</b>                  Use a variety of words and phrases.</p>	<p><b>CC.1.4.2.Q</b>                  Choose words and phrases for effect</p>	<p><b>CC.1.4.3.Q</b>                  Choose words and phrases for effect.                   E03.D.2.1.1</p>	<p><b>CC.1.4.4.Q</b>                  Choose words and phrases to convey ideas precisely.                   E04.C.1.3.4                  E04.D.2.1.1                  E04.D.2.1.3                  E04.E.1.1.4</p>	<p><b>CC.1.4.5.Q</b>                  Write with an awareness of style.                  • Use sentences of varying length.                  • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                   E05.C.1.3.4                  E05.D.2.1.1                  E05.D.2.1.2                  E05.D.2.1.3                  E05.D.2.1.4</p>



<p><b>1.4</b></p>	<p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>						
<p>Intentionally Blank</p>	<p><b>Grade Pre K</b></p>	<p><b>Grade K</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>	<p><b>Grade 3</b></p>	<p><b>Grade 4</b></p>	<p><b>Grade 5</b></p>
<p>Intentionally Blank</p>	<p><b>CC.1.4.K.R</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul> </p>	<p><b>CC.1.4.1.R</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul> </p>	<p><b>CC.1.4.2.R</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul> </p>	<p><b>CC.1.4.3.R</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                      E03.D.1.1.1                      E03.D.1.1.2                      E03.D.1.1.3                      E03.D.1.1.4                      E03.D.1.1.5                      E03.D.1.1.6                      E03.D.1.1.7                      E03.D.1.1.8                      E03.D.1.1.9                      E04.D.1.2.1                      E03.D.1.2.2                      E03.D.1.2.3                      E03.D.1.2.4                      E03.D.1.2.5                      E03.D.1.2.6</p>	<p><b>CC.1.4.4.R</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                      E04.D.1.1.1                      E04.D.1.1.2                      E04.D.1.1.3                      E04.D.1.1.4                      E04.D.1.1.5                      E04.D.1.1.6                      E04.D.1.1.7                      E04.D.1.1.8                      E04.D.1.2.1                      E04.D.1.2.2                      E04.D.1.2.3                      E04.D.1.2.4</p>	<p><b>CC.1.4.5.R</b>                      Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                      E05.D.1.1.1                      E05.D.1.1.2                      E05.D.1.1.3                      E05.D.1.1.4                      E05.D.1.1.5                      E05.D.1.1.6                      E05.D.1.1.7                      E05.D.1.1.8                      E05.D.1.2.1                      E05.D.1.2.2                      E05.D.1.2.3                      E05.D.1.2.4                      E05.D.1.2.5</p>	
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.3.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E03.E.1.1.1                      E03.E.1.1.2                      E03.E.1.1.3                      E03.E.1.1.4                      E03.E.1.1.5                      E03.E.1.1.6</p>	<p><b>CC.1.4.4.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E04.E.1.1.1                      E04.E.1.1.2                      E04.E.1.1.3                      E04.E.1.1.4                      E04.E.1.1.5</p>	<p><b>CC.1.4.5.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E05.E.1.1.1                      E05.E.1.1.2                      E05.E.1.1.3                      E05.E.1.1.4                      E05.E.1.1.5                      E05.E.1.1.6</p>
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.3.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E03.E.1.1.1                      E03.E.1.1.2                      E03.E.1.1.3                      E03.E.1.1.4                      E03.E.1.1.5                      E03.E.1.1.6</p>	<p><b>CC.1.4.4.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E04.E.1.1.1                      E04.E.1.1.2                      E04.E.1.1.3                      E04.E.1.1.4                      E04.E.1.1.5</p>	<p><b>CC.1.4.5.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E05.E.1.1.1                      E05.E.1.1.2                      E05.E.1.1.3                      E05.E.1.1.4                      E05.E.1.1.5                      E05.E.1.1.6</p>
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.3.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E03.E.1.1.1                      E03.E.1.1.2                      E03.E.1.1.3                      E03.E.1.1.4                      E03.E.1.1.5                      E03.E.1.1.6                      E03.E.1.1.7                      E03.E.1.1.8                      E03.E.1.1.9                      E04.D.1.2.1                      E03.D.1.2.2                      E03.D.1.2.3                      E03.D.1.2.4                      E03.D.1.2.5                      E03.D.1.2.6</p>	<p><b>CC.1.4.4.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E04.E.1.1.1                      E04.E.1.1.2                      E04.E.1.1.3                      E04.E.1.1.4                      E04.E.1.1.5</p>	<p><b>CC.1.4.5.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E05.E.1.1.1                      E05.E.1.1.2                      E05.E.1.1.3                      E05.E.1.1.4                      E05.E.1.1.5                      E05.E.1.1.6</p>
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.3.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E03.E.1.1.1                      E03.E.1.1.2                      E03.E.1.1.3                      E03.E.1.1.4                      E03.E.1.1.5                      E03.E.1.1.6                      E03.E.1.1.7                      E03.E.1.1.8                      E03.E.1.1.9                      E04.D.1.2.1                      E03.D.1.2.2                      E03.D.1.2.3                      E03.D.1.2.4                      E03.D.1.2.5                      E03.D.1.2.6</p>	<p><b>CC.1.4.4.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E04.E.1.1.1                      E04.E.1.1.2                      E04.E.1.1.3                      E04.E.1.1.4                      E04.E.1.1.5</p>	<p><b>CC.1.4.5.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E05.E.1.1.1                      E05.E.1.1.2                      E05.E.1.1.3                      E05.E.1.1.4                      E05.E.1.1.5                      E05.E.1.1.6</p>
<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p><b>CC.1.4.3.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E03.E.1.1.1                      E03.E.1.1.2                      E03.E.1.1.3                      E03.E.1.1.4                      E03.E.1.1.5                      E03.E.1.1.6                      E03.E.1.1.7                      E03.E.1.1.8                      E03.E.1.1.9                      E04.D.1.2.1                      E03.D.1.2.2                      E03.D.1.2.3                      E03.D.1.2.4                      E03.D.1.2.5                      E03.D.1.2.6</p>	<p><b>CC.1.4.4.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E04.E.1.1.1                      E04.E.1.1.2                      E04.E.1.1.3                      E04.E.1.1.4                      E04.E.1.1.5</p>	<p><b>CC.1.4.5.S</b>                      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.                      E05.E.1.1.1                      E05.E.1.1.2                      E05.E.1.1.3                      E05.E.1.1.4                      E05.E.1.1.5                      E05.E.1.1.6</p>

<p><b>1.4 Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Production and Distribution of Writing	<p><b>CC.1.4.PK.T</b>                      With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>	<p><b>CC.1.4.K.T</b>                      With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>CC.1.4.1.T</b>                      With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>CC.1.4.2.T</b>                      With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>CC.1.4.3.T</b>                      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>CC.1.4.4.T</b>                      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>CC.1.4.5.T</b>                      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
Technology and Publication	<p>Intentionally                      Blank</p>	<p><b>CC.1.4.K.U</b>                      With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.1.U</b>                      With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p><b>CC.1.4.2.U</b>                      With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p><b>CC.1.4.3.U</b>                      With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>CC.1.4.4.U</b>                      With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>CC.1.4.5.U</b>                      With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
Conducting Research	<p><b>CC.1.4.PK.V</b>                      Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p>	<p><b>CC.1.4.K.V</b>                      Participate in individual or shared research projects on a topic of interest.</p>	<p><b>CC.1.4.1.V</b>                      Participate in individual or shared research and writing projects.</p>	<p><b>CC.1.4.2.V</b>                      Participate in individual or shared research and writing projects.</p>	<p><b>CC.1.4.3.V</b>                      Conduct short research projects that build knowledge about a topic.</p>	<p><b>CC.1.4.4.V</b>                      Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>CC.1.4.5.V</b>                      Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

<p><b>1.4</b></p>	<p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>						
<p>Credibility, Reliability, and Validity of Sources</p>	<p><b>Grade Pre K</b>  <b>CC.1.4.PK.W</b>                      With guidance and support, recall information from experiences or books.</p>	<p><b>Grade K</b>  <b>CC.1.4.K.W</b>                      With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Grade 1</b>  <b>CC.1.4.1.W</b>                      With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Grade 2</b>  <b>CC.1.4.2.W</b>                      Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Grade 3</b>  <b>CC.1.4.3.W</b>                      Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>Grade 4</b>  <b>CC.1.4.4.W</b>                      Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>Grade 5</b>  <b>CC.1.4.5.W</b>                      Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Range of Writing</p>	<p>Intentionally                      Blank</p>	<p><b>CC.1.4.K.X</b>                      Write routinely over short time frames.</p>	<p><b>CC.1.4.1.X</b>                      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><b>CC.1.4.2.X</b>                      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><b>CC.1.4.3.X</b>                      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><b>CC.1.4.4.X</b>                      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><b>CC.1.4.5.X</b>                      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>

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Comprehension and Collaboration Collaborative Discussion	<b>CC.1.5.PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>CC.1.5.K.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>CC.1.5.1.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>CC.1.5.3.A</b> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	<b>CC.1.5.4.A</b> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	<b>CC.1.5.5.A</b> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration Critical Listening	<b>CC.1.5.PK.B</b> Answer questions about key details in a text read aloud or information presented orally or through other media.	<b>CC.1.5.K.B</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>CC.1.5.1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking questions and answering key details and requesting clarification if something is not understood.	<b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>CC.1.5.3.B</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	<b>CC.1.5.4.B</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>CC.1.5.5.B</b> Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration Evaluating Information	<b>CC.1.5.PK.C</b> Respond to what a speaker says in order to follow directions, seek help, or gather information.	<b>CC.1.5.K.C</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>CC.1.5.1.C</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>CC.1.5.3.C</b> Ask and answer questions about information from a speaker, offering appropriate detail.	<b>CC.1.5.4.C</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>CC.1.5.5.C</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



1.5	Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Presentation of Knowledge and Ideas	<p><b>CC.1.5.PK.D</b> Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p>	<p><b>CC.1.5.K.D</b> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>	<p><b>CC.1.5.1.D</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>CC.1.5.3.D</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>CC.1.5.4.D</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>CC.1.5.5.D</b> Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>
	<p><b>CC.1.5.PK.E</b> Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>	<p><b>CC.1.5.K.E</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>CC.1.5.1.E</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>CC.1.5.3.E</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>CC.1.5.4.E</b> Differentiate between contexts that require formal English versus informal situations.</p>	<p><b>CC.1.5.5.E</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Presentation of Knowledge and Ideas	Purpose, Audience, and Task						

1.5	<b>Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
	<b>Grade Pre K</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Integration of Knowledge and Ideas	Intentionally Blank	Intentionally Blank	<b>CC.1.5.1.F</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	<b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations to clarify ideas, thoughts, and feelings.	<b>CC.1.5.3.F</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an appropriate pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>CC.1.5.4.F</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>CC.1.5.5.F</b> Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Conventions of Standard English	<b>CC.1.5.PK.G</b> Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	<b>CC.1.5.K.G</b> Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	<b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	<b>CC.1.5.3.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	<b>CC.1.5.4.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.	<b>CC.1.5.5.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

**Pennsylvania Core Standards for English Language Arts  
Grades 6-12**

**INTRODUCTION**

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

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

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

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

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

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the

standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

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

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

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

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

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

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

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

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

Students read and respond to works of literature-with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

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

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

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

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

***Speaking and Listening*..... 1.5**

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

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



1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Key Ideas and Details Main Idea	<p><b>CC.1.2.6.A</b> Determine the 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. E06.B-K.1.1.2</p>	<p><b>CC.1.2.7.A</b> 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. E07.B-K.1.1.2</p>	<p><b>CC.1.2.8.A</b> 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. E08.B-K.1.1.2</p>	<p><b>CC.1.2.9-10.A</b> 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. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3</p>	<p><b>CC.1.2.11-12.A</b> 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.</p>
	Key Ideas and Details	<p><b>CC.1.2.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1</p>	<p><b>CC.1.2.7.B</b> 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. E07.B-K.1.1.1</p>	<p><b>CC.1.2.8.B</b> 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. E08.B-K.1.1.1</p>	<p><b>CC.1.2.9-10.B</b> 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. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</p>
Key Ideas and Details Text Analysis	<p><b>CC.1.2.6.C</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3</p>	<p><b>CC.1.2.7.C</b> Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3</p>	<p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3</p>	<p><b>CC.1.2.9-10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>	<p><b>CC.1.2.11-12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>
	Key Ideas and Details Text Analysis	<p><b>CC.1.2.6.C</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3</p>	<p><b>CC.1.2.7.C</b> Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3</p>	<p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3</p>	<p><b>CC.1.2.9-10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>

<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Point of View	<p><b>CC.1.2.6.D</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1</p>	<p><b>CC.1.2.7.D</b> 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. E07.B-C.2.1.1</p>	<p><b>CC.1.2.8.D</b> 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. E08.B-C.2.1.1</p>	<p><b>CC.1.2.9-10.D</b> Determine an author's particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6</p>	<p><b>CC.1.2.11-12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>
Text and Structure	<p><b>CC.1.2.6.E</b> Analyze the author's structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2</p>	<p><b>CC.1.2.7.E</b> Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text. E07.B-C.2.1.2</p>	<p><b>CC.1.2.8.E</b> Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2</p>	<p><b>CC.1.2.9-10.E</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p><b>CC.1.2.11-12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
Vocabulary	<p><b>CC.1.2.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p><b>CC.1.2.7.F</b> 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. E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3</p>	<p><b>CC.1.2.8.F</b> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3</p>	<p><b>CC.1.2.9-10.F</b> Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4</p>	<p><b>CC.1.2.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p>

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
<p><b>Grade 6</b></p> <p><b>CC.1.2.6.G</b> 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>	<p><b>Grade 7</b></p> <p><b>CC.1.2.7.G</b> 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).</p>
<p><b>Grade 8</b></p> <p><b>CC.1.2.8.G</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>Grade 9-10</b></p> <p><b>CC.1.2.9-10.G</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  L.N.2.2.3</p>
<p><b>Grade 11-12</b></p> <p><b>CC.1.2.11-12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p><b>CC.1.2.8.H</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.  E08.B-C.3.1.1</p>
<p><b>Grade 6</b></p> <p><b>CC.1.2.6.H</b> Evaluate an author's argument by examining claims and determining if they are supported by evidence.  E06.B-C.3.1.1</p>	<p><b>Grade 7</b></p> <p><b>CC.1.2.7.H</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.  E07.B-C.3.1.1</p>
<p><b>Grade 8</b></p> <p><b>CC.1.2.8.H</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.  E08.B-C.3.1.1</p>	<p><b>Grade 9-10</b></p> <p><b>CC.1.2.9-10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.  L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>
<p><b>Grade 11-12</b></p> <p><b>CC.1.2.11-12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Evaluating Arguments</b></p>

1.2	<b>Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
Integration of Knowledge and Ideas Analysis Across Texts	<b>CC.1.2.6.I</b> Examine how two authors present similar information in different types of text. E06.B-C.3.1.2	<b>CC.1.2.7.I</b> Analyze how two or more authors present and interpret facts on the same topic. E07.B-C.3.1.2	<b>CC.1.2.8.I</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. E08.B-C.3.1.2	<b>CC.1.2.9-10.I</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	<b>CC.1.2.11-12.I</b> Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
	<b>CC.1.2.6.J</b> 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. E06.B-V.4.1.1 E06.B-V.4.1.2	<b>CC.1.2.7.J</b> 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. E07.B-V.4.1.1 E07.B-V.4.1.2	<b>CC.1.2.8.J</b> 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. E08.B-V.4.1.1 E08.B-V.4.1.2	<b>CC.1.2.9-10.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3	<b>CC.1.2.11-12.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Vocabulary Acquisition and Use	<b>CC.1.2.6.J</b> 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. E06.B-V.4.1.1 E06.B-V.4.1.2	<b>CC.1.2.7.J</b> 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. E07.B-V.4.1.1 E07.B-V.4.1.2	<b>CC.1.2.8.J</b> 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. E08.B-V.4.1.1 E08.B-V.4.1.2	<b>CC.1.2.9-10.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3	<b>CC.1.2.11-12.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



1.2	<b>Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.				
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
Vocabulary Acquisition and Use	<b>CC.1.2.6.K</b> 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. E06.B-V.4.1.1	<b>CC.1.2.7.K</b> 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. E07.B-V.4.1.1	<b>CC.1.2.8.K</b> 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. E08.B-V.4.1.1	<b>CC.1.2.9-10.K</b> 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. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4	<b>CC.1.2.11-12.K</b> 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.
Range of Reading	<b>CC.1.2.6.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.7.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.8.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.9-10.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.11-12.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3	<b>Reading Literature</b> Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
Key Ideas and Details	<b>CC.1.3.6.A</b> 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. E06.A-K.1.1.2	<b>CC.1.3.7.A</b> 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. E07.A-K.1.1.2	<b>CC.1.3.8.A</b> 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. E08.A-K.1.1.2	<b>CC.1.3.9-10.A</b> 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. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4	<b>CC.1.3.11-12.A</b> Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.				
	Grade 6	Grade 7	Grade 8	Grade 9-10
Key Ideas and Details Text Analysis	<b>CC.1.3.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1	<b>CC.1.3.7.B</b> 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. E07.A-K.1.1.1	<b>CC.1.3.8.B</b> 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. E08.A-K.1.1.1	<b>CC.1.3.9-10.B</b> 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. L.F.1.1.1 L.F.1.3.1 L.F.2.1.2
	<b>CC.1.3.6.C</b> 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. E06.A-K.1.1.3	<b>CC.1.3.7.C</b> Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3	<b>CC.1.3.8.C</b> 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. E08.A-K.1.1.3	<b>CC.1.3.9-10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4
Craft and Structure Point of View	<b>CC.1.3.6.D</b> Determine an author's purpose in a text and explain how it is conveyed in a text. E06.A-C.2.1.1	<b>CC.1.3.7.D</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.1	<b>CC.1.3.8.D</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1	<b>CC.1.3.11-12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.
	<b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot. E06.A-C.2.1.2	<b>CC.1.3.7.E</b> Analyze how the structure or form of a text contributes to its meaning. E07.A-C.2.1.2	<b>CC.1.3.8.E</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. E08.A-C.2.1.2	<b>CC.1.3.9-10.E</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3
Craft and Structure Text and Structure	<b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot. E06.A-C.2.1.2	<b>CC.1.3.7.E</b> Analyze how the structure or form of a text contributes to its meaning. E07.A-C.2.1.2	<b>CC.1.3.8.E</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. E08.A-C.2.1.2	<b>CC.1.3.11-12.E</b> Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Craft and Structure Vocabulary	<p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p><b>CC.1.3.7.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p><b>CC.1.3.8.F</b> Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p><b>CC.1.3.9-10.F</b> Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1</p>	<p><b>CC.1.3.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p>
Sources of Information Integration of Knowledge and Ideas	<p><b>CC.1.3.6.G</b> Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p>	<p><b>CC.1.3.7.G</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><b>CC.1.3.8.G</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p>	<p><b>CC.1.3.9-10.G</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p>	<p><b>CC.1.3.11-12.G</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
Ideas Integration of Knowledge and Ideas	<p><b>CC.1.3.6.H</b> Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1</p>	<p><b>CC.1.3.7.H</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. E07.A-C.3.1.1</p>	<p><b>CC.1.3.8.H</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. E08.A-C.3.1.1</p>	<p><b>CC.1.3.9-10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1</p>	<p><b>CC.1.3.11-12.H</b> Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Vocabulary Acquisition and Use	<p><b>CC.1.3.6.I</b> 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.</p> <p>E06.A-V.4.1.1</p>	<p><b>CC.1.3.7.I</b> 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.</p> <p>E07.A-V.4.1.1</p>	<p><b>CC.1.3.8.I</b> 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.</p> <p>E08.A-V.4.1.1</p>	<p><b>CC.1.3.9-10.I</b> 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.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><b>CC.1.3.11-12.I</b> 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.</p>
Vocabulary Acquisition and Use	<p><b>CC.1.3.6.J</b> 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>E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p><b>CC.1.3.7.J</b> 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>E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p><b>CC.1.3.8.J</b> 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>E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p><b>CC.1.3.9-10.J</b> 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>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><b>CC.1.3.11-12.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Range of Reading	<p><b>CC.1.3.6.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>CC.1.3.7.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>CC.1.3.8.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>CC.1.3.9-10.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>CC.1.3.11-12.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>



<p><b>1.4</b></p> <p><b>Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>														
<p><b>Grade 6</b></p> <p><b>CC.1.4.6.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<p><b>CC.1.4.6.B</b> Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1</p>	<p><b>CC.1.4.7.B</b> Identify and introduce the topic clearly, including a preview of what is to follow. E07.C.1.2.1 E07.E.1.1.1</p>	<p><b>CC.1.4.8.B</b> Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1</p>	<p><b>CC.1.4.9-10.B</b> Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1</p>	<p><b>CC.1.4.11-12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p>	<p><b>CC.1.4.6.C</b> 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. E06.C.1.2.2 E06.E.1.1.2</p>	<p><b>CC.1.4.7.C</b> 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. E07.C.1.2.2 E07.E.1.1.2</p>	<p><b>CC.1.4.8.C</b> 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. E08.C.1.2.2 E08.E.1.1.2</p>	<p><b>CC.1.4.9-10.C</b> Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.E.1.1.2</p>	<p><b>CC.1.4.11-12.C</b> Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>
<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>			
<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>			
<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>	<p>Informative/Explanatory</p>			

<p><b>1.4</b></p> <p><b>Writing</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.D</b> Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>				
<p><b>Grade 6</b></p> <p><b>CC.1.4.6.D</b> 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; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.D</b> Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.D</b> Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.D</b> Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>C.E.1.1.3 C.E.1.1.5</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.D</b> Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	
<p><b>Informative/Explanatory Organization</b></p>					

<p><b>1.4</b></p> <p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>Grade 6</b></p> <p><b>CC.1.4.6.E</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Develop and maintain a consistent voice.</li> <li>Establish and maintain a formal style.</li> </ul> <p>E06.C.1.2.4                  E06.C.1.2.5                  E06.D.2.1.1                  E06.D.2.1.2                  E06.D.2.1.3                  E06.D.2.1.4                  E06.D.2.1.5                  E06.E.1.1.4                  E06.E.1.1.5</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.E</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Develop and maintain a consistent voice.</li> <li>Establish and maintain a formal style.</li> </ul> <p>E07.C.1.2.4                  E07.C.1.2.5                  E07.D.2.1.1                  E07.D.2.1.2                  E07.D.2.1.3                  E07.D.2.1.4                  E07.D.2.1.5                  E07.E.1.1.4                  E07.E.1.1.5</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.E</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Create tone and voice through precise language.</li> <li>Establish and maintain a formal style.</li> </ul> <p>E08.C.1.2.4                  E08.C.1.2.5                  E08.D.2.1.1                  E08.D.2.1.2                  E08.D.2.1.3                  E08.D.2.1.4                  E08.D.2.1.5                  E08.D.2.1.6                  E08.E.1.1.4                  E08.E.1.1.5</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.E</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and an objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.E.1.1.4                  C.E.2.1.1                  C.E.2.1.2                  C.E.2.1.3                  C.E.2.1.4                  C.E.2.1.6                  C.E.2.1.7</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.E</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<p><b>1.4</b></p> <p><b>Informative/Explanatory Style</b></p>					

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.				
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Informative/Explanatory	<p><b>CC.1.4.6.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.1.9 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p><b>CC.1.4.7.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><b>CC.1.4.8.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><b>CC.1.4.9-10.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p><b>CC.1.4.11-12.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling.</p>
Opinion/Argumentative	<p><b>CC.1.4.6.G</b> Write arguments to support claims.</p>	<p><b>CC.1.4.7.G</b> Write arguments to support claims.</p>	<p><b>CC.1.4.8.G</b> Write arguments to support claims.</p>	<p><b>CC.1.4.9-10.G</b> Write arguments to support claims in an analysis of substantive topics.</p>	<p><b>CC.1.4.11-12.G</b> Write arguments to support claims in an analysis of substantive topics.</p>
Opinion/Argumentative Focus	<p><b>CC.1.4.6.H</b> Introduce and state an opinion on a topic.</p> <p>E06.C.1.1.1 E06.E.1.1.1</p>	<p><b>CC.1.4.7.H</b> Introduce and state an opinion on a topic.</p> <p>E07.C.1.1.1 E07.E.1.1.1</p>	<p><b>CC.1.4.8.H</b> Introduce and state an opinion on a topic.</p> <p>E08.C.1.1.1 E08.E.1.1.1</p>	<p><b>CC.1.4.9-10.H</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise claim.</li> </ul> <p>C.P.1.1.1</p>	<p><b>CC.1.4.11-12.H</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul>



<p><b>1.4</b></p>	<p><b>Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p><b>Grade 6</b> <b>CC.1.4.6.I</b> Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2</p>	<p><b>Grade 7</b> <b>CC.1.4.7.I</b> 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. E07.C.1.1.2 E07.E.1.1.2</p>	<p><b>Grade 8</b> <b>CC.1.4.8.I</b> 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. E08.C.1.1.2 E08.E.1.1.2</p>	<p><b>Grades 9-10</b> <b>CC.1.4.9-10.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C.P.1.1.2 C.P.1.1.3</p>	<p><b>Grades 11-12</b> <b>CC.1.4.11-12.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
<p><b>Opinion/Argumentative</b></p>	<p><b>CC.1.4.6.J</b> 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 and supports the argument presented. E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p><b>CC.1.4.7.J</b> 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; provide a concluding statement or section that follows from and supports the argument presented. E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p><b>CC.1.4.8.J</b> Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p><b>CC.1.4.9-10.J</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p>	<p><b>CC.1.4.11-12.J</b> Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	

<p><b>1.4</b></p>	<p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>				
<p><b>Opinion/Argumentative Style</b></p>	<p><b>Grade 6</b></p> <p><b>CC.1.4.6.K</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E06.C.1.1.4                  E06.D.2.1.1                  E06.D.2.1.2                  E06.D.2.1.3                  E06.D.2.1.4                  E06.D.2.1.5                  E06.E.1.1.4                  E06.E.1.1.5</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.K</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E07.C.1.1.4                  E07.D.2.1.1                  E07.D.2.1.2                  E07.D.2.1.3                  E07.D.2.1.4                  E07.D.2.1.5                  E07.E.1.1.4                  E07.E.1.1.5</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.K</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E08.C.1.1.4                  E08.D.2.1.1                  E08.D.2.1.2                  E08.D.2.1.3                  E08.D.2.1.4                  E08.D.2.1.5                  E08.D.2.1.6                  E08.E.1.1.4                  E08.E.1.1.5</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.K</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.P.1.1.4                  C.P.2.1.1                  C.P.2.1.2                  C.P.2.1.3                  C.P.2.1.4                  C.P.2.1.6                  C.P.2.1.7</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.K</b>                  Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>

<p><b>1.4</b></p> <p><b>Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p><b>Grade 6</b></p> <p><b>CC.1.4.6.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p>Opinion/Argumentative</p>	<p><b>CC.1.4.6.M</b> Write narratives to develop real or imagined experiences or events.</p>	<p><b>CC.1.4.7.M</b> Write narratives to develop real or imagined experiences or events.</p>	<p><b>CC.1.4.8.M</b> Write narratives to develop real or imagined experiences or events.</p>	<p><b>CC.1.4.9-10.M</b> Write narratives to develop real or imagined experiences or events.</p>	<p><b>CC.1.4.11-12.M</b> Write narratives to develop real or imagined experiences or events.</p>
<p>Narrative</p>	<p><b>CC.1.4.6.N</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>E06.C.1.3.1</p>	<p><b>CC.1.4.7.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E07.C.1.3.1</p>	<p><b>CC.1.4.8.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E08.C.1.3.1</p>	<p><b>CC.1.4.9-10.N</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>	<p><b>CC.1.4.11-12.N</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>

<p><b>1.4</b></p>	<p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>				
<p><b>1.4</b></p>	<p><b>Grade 6</b></p> <p><b>CC.1.4.6.O</b>                  Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                  E06.C.1.3.2                  E06.C.1.3.4</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.O</b>                  Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.                  E07.C.1.3.2                  E07.C.1.3.4</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.O</b>                  Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.                  E08.C.1.3.2                  E08.C.1.3.4</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.O</b>                  Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.O</b>                  Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>
<p><b>Narrative</b></p>	<p><b>CC.1.4.6.P</b>                  Organize an event naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.                  E06.C.1.3.1                  E06.C.1.3.3                  E06.C.1.3.5</p>	<p><b>CC.1.4.7.P</b>                  Organize an event naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.                  E07.C.1.3.1                  E07.C.1.3.3                  E07.C.1.3.5</p>	<p><b>CC.1.4.8.P</b>                  Organize an event naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.                  E08.C.1.3.1                  E08.C.1.3.3                  E08.C.1.3.5</p>	<p><b>CC.1.4.9-10.P</b>                  Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>CC.1.4.11-12.P</b>                  Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>



<p><b>1.4</b></p> <p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>Grade 6</b></p> <p><b>CC.1.4.6.Q</b>                  Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p>E06.C.1.3.4                  E06.D.2.1.1                  E06.D.2.1.2                  E06.D.2.1.3                  E06.D.2.1.4                  E06.D.2.1.5                  E06.E.1.1.4</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.Q</b>                  Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p>E07.C.1.3.4                  E07.D.2.1.1                  E07.D.2.1.2                  E07.D.2.1.3                  E07.D.2.1.4                  E07.D.2.1.5</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.Q</b>                  Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> </ul> <p>E08.C.1.3.4                  E08.D.2.1.1                  E08.D.2.1.2                  E08.D.2.1.3                  E08.D.2.1.4                  E08.D.2.1.5                  E08.D.2.1.6</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.Q</b>                  Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey meaning and add variety and interest.</li> </ul>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.Q</b>                  Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul>
<p><b>1.4</b></p> <p><b>Narrative Style</b></p>					

<p><b>1.4</b></p>	<p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>				
<p><b>Grade 6</b></p>	<p><b>CC.1.4.6.R</b>                  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>Grade 7</b></p> <p><b>CC.1.4.7.R</b>                  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>Grade 8</b></p> <p><b>CC.1.4.8.R</b>                  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.4.9-10.R</b>                  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.4.11-12.R</b>                  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p><b>Grade 6</b></p>	<p>E06.D.1.1.1                  E06.D.1.1.2                  E06.D.1.1.3                  E06.D.1.1.4                  E06.D.1.1.5                  E06.D.1.1.6                  E06.D.1.1.7                  E06.D.1.1.8                  E06.D.1.2.1                  E06.D.1.2.2                  E06.D.1.2.3</p>	<p>E07.D.1.1.1                  E07.D.1.1.2                  E07.D.1.1.3                  E07.D.1.1.4                  E07.D.1.1.5                  E07.D.1.1.6                  E07.D.1.1.7                  E07.D.1.1.8                  E07.D.1.1.9                  E07.D.1.2.1                  E07.D.1.2.2                  E07.D.1.2.3                  E07.D.1.2.4</p>	<p>E08.D.1.1.1                  E08.D.1.1.2                  E08.D.1.1.3                  E08.D.1.1.4                  E08.D.1.1.5                  E08.D.1.1.6                  E08.D.1.1.7                  E08.D.1.1.8                  E08.D.1.1.9                  E08.D.1.1.10                  E08.D.1.1.11                  E08.D.1.2.1                  E08.D.1.2.2                  E08.D.1.2.3                  E08.D.1.2.4                  E08.D.1.2.5</p>	<p><b>CC.1.4.6.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.7.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p><b>Grade 6</b></p>	<p>E06.E.1.1.1                  E06.E.1.1.2                  E06.E.1.1.3                  E06.E.1.1.4                  E06.E.1.1.5                  E06.E.1.1.6</p>	<p>E07.E.1.1.1                  E07.E.1.1.2                  E07.E.1.1.3                  E07.E.1.1.4                  E07.E.1.1.5                  E07.E.1.1.6</p>	<p>E08.E.1.1.1                  E08.E.1.1.2                  E08.E.1.1.3                  E08.E.1.1.4                  E08.E.1.1.5                  E08.E.1.1.6</p>	<p><b>CC.1.4.6.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.7.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p><b>Grade 6</b></p>	<p><b>CC.1.4.6.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.7.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.8.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.9-10.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.11-12.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p><b>Grade 6</b></p>	<p><b>CC.1.4.6.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.7.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.8.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.9-10.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.11-12.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p><b>Grade 6</b></p>	<p><b>CC.1.4.6.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.7.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.8.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.9-10.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>CC.1.4.11-12.S</b>                  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

<p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p><b>Grade 6</b> <b>CC.1.4.6.T</b> With 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><b>Grade 7</b> <b>CC.1.4.7.T</b> 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, focusing on how well purpose and audience have been addressed.</p>	<p><b>Grade 8</b> <b>CC.1.4.8.T</b> 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, focusing on how well purpose and audience have been addressed.</p>	<p><b>Grades 9-10</b> <b>CC.1.4.9-10.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>Grades 11-12</b> <b>CC.1.4.11-12.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Production and Distribution of Writing</p>	<p><b>CC.1.4.6.U</b> 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><b>CC.1.4.7.U</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>CC.1.4.8.U</b> 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.</p>	<p><b>CC.1.4.9-10.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>CC.1.4.11-12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>
<p>Technology and Publication</p>	<p><b>CC.1.4.6.V</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>CC.1.4.7.V</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>CC.1.4.8.V</b> Conduct short research projects to answer a question (including a self-generated question) and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>CC.1.4.9-10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>CC.1.4.11-12.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Conducting Research</p>					

<p>1.4</p>	<p><b>Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Credibility, Reliability, and Validity of Sources</p>	<p><b>Grade 6</b> <b>CC.1.4.6.W</b> 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><b>Grade 7</b> <b>CC.1.4.7.W</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>Grade 8</b> <b>CC.1.4.8.W</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>Grades 9-10</b> <b>CC.1.4.9-10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>Grades 11-12</b> <b>CC.1.4.11-12.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>Range of Writing</p>		<p><b>CC.1.4.6.X</b> 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><b>CC.1.4.7.X</b> 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><b>CC.1.4.8.X</b> 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><b>CC.1.4.9-10.X</b> 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><b>CC.1.4.11-12.X</b> 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><b>1.5</b></p> <p><b>Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<p><b>Grade 6</b></p> <p><b>CC.1.5.6.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Grade 7</b></p> <p><b>CC.1.5.7.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Grade 8</b></p> <p><b>CC.1.5.8.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.5.9-10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.5.11-12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
	<p><b>CC.1.5.6.B</b> Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>	<p><b>CC.1.5.7.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>CC.1.5.8.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>CC.1.5.9-10.B</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>CC.1.5.11-12.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>
	<p><b>CC.1.5.6.C</b> 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><b>CC.1.5.7.C</b> Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>CC.1.5.8.C</b> Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>CC.1.5.9-10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>CC.1.5.11-12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
	<p>Comprehension and Collaboration</p>	<p>Comprehension and Collaboration</p>	<p>Critical Listening</p>	<p>Comprehension and Collaboration</p>	<p>Evaluating Information</p>



<p><b>1.5</b></p> <p><b>Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<p><b>Grade 6</b></p> <p><b>CC.1.5.6.D</b> 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><b>Grade 7</b></p> <p><b>CC.1.5.7.D</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Grade 8</b></p> <p><b>CC.1.5.8.D</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.5.9-10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.5.11-12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
	<p><b>Grade 6</b></p> <p><b>CC.1.5.6.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>Grade 7</b></p> <p><b>CC.1.5.7.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>Grade 8</b></p> <p><b>CC.1.5.8.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>Grades 9-10</b></p> <p><b>CC.1.5.9-10.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>Grades 11-12</b></p> <p><b>CC.1.5.11-12.E</b> Adapt speech to a variety of contexts and tasks.</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>
	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>	<p>Purpose, Audience, and Task</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>

<p>1.5</p> <p>Speaking and Listening</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<p>Grade 6</p> <p><b>CC.1.5.6.F</b></p> <p>Include multimedia components and visual displays in presentations to clarify information.</p>	<p>Grade 7</p> <p><b>CC.1.5.7.F</b></p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Grade 8</p> <p><b>CC.1.5.8.F</b></p> <p>Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	<p>Grades 9-10</p> <p><b>CC.1.5.9-10.F</b></p> <p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>Grades 11-12</p> <p><b>CC.1.5.11-12.F</b></p> <p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>
	<p>Grade 6</p> <p><b>CC.1.5.6.G</b></p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>	<p>Grade 7</p> <p><b>CC.1.5.7.G</b></p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>	<p>Grade 8</p> <p><b>CC.1.5.8.G</b></p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p>Grades 9-10</p> <p><b>CC.1.5.9-10.G</b></p> <p>Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.</p>	<p>Grades 11-12</p> <p><b>CC.1.5.11-12.G</b></p> <p>Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>
	<p>Integration of Knowledge and Ideas</p>				
	<p>Conventions of Standard English</p>				

**Pennsylvania Core Standards for Mathematics  
Grades PreK—High School**

**INTRODUCTION**

The Pennsylvania Core Standards in Mathematics in grades PreK-5 lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. Additionally, they set a rigorous definition of college and career readiness by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

This document includes PA Core Standards for Mathematical Content and Mathematical Practice. The mathematics standards define what students should understand and be able to do. Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency.

<b>PA Core Standards Mathematical Content and Mathematical Practice</b>	
<b>Standards for Mathematical Content</b>	<b>Standards for Mathematical Practice</b>
<p><b>2.1 Numbers and Operations</b>                      A) Counting and Cardinality                      B) Numbers and Operations in Base Ten                      C) Numbers and Operations—Fractions                      D) Ratios and Proportional Relationships                      E) The Number System                      F) Number and Quantity</p>	<ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and make sense of regularity in repeated reasoning.</li> </ul>
<p><b>2.2 Algebraic Concepts</b>                      A) Operations and Algebraic Thinking                      B) Expressions &amp; Equations                      C) Functions                      D) Algebra</p>	
<p><b>2.3 Geometry</b>                      A) Geometry</p>	
<p><b>2.4 Measurement, Data, and Probability</b>                      A) Measurement and Data                      B) Statistics and Probability</p>	

Standards cannot be viewed or addressed in isolation, as each standard depends upon or may lead into multiple standards across grades; thus, it is imperative that educators are familiar with both the standards that come before and those that follow a particular grade level. These revised standards reflect instructional shifts that cannot occur without the integrated emphasis on content and practice.

Standards are overarching statements of what a proficient math student should know and be able to do. The Pennsylvania Assessment Anchors and Eligible Content closely align with the revised standards and are an invaluable source for greater detail.

**Key Points in Mathematics**

- The standards stress both procedural skills and conceptual understanding to ensure students are learning and applying the critical information they need to succeed at higher levels.
- K-5 standards, which provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals*, help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into application. They also provide detailed guidance to teachers on how to navigate their way through topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.

- Having built a strong foundation at K-5, students can do hands-on learning in geometry, algebra, and probability and statistics. Students who have mastered the content and skills through the seventh grade will be *well-prepared for algebra* in grade 8.
- High school standards emphasize *practicing mathematical ways of thinking to real world issues and challenges*.

The PA Core Standards for Mathematics detail four standard areas: *Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability*. These standard areas are reflective of the reporting categories in the PA Core Assessment Anchors and Eligible Content. The intent of this document is to provide a useful tool for designing curriculum, instruction, and assessment. The grade level curriculum and instructional shifts in mathematics cannot occur without the integrated emphasis on content and practice. The chart below illustrates the four standard areas and the development and progression of the strands, with an understanding that all is framed around the Standards for Mathematical Practice.

<b>Mathematical Standards: Development and Progression</b>											
Standards for Mathematical Practice											
	PreK	K	1	2	3	4	5	6	7	8	HS
2.1 Numbers and Operations	(A) Counting & Cardinality	Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.									
		(B) Numbers and Operations in Base Ten									
		(D) Ratios and Proportional Relationships	(E) The Number System	(F) Number and Quantity							
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking									(B) Expressions and Equations	(D) Algebra
2.3 Geometry	(A) Operations and Algebraic Thinking									(C) Functions	
2.4 Measurement, Data, and Probability	(A) Measurement and Data									(A) Geometry	(B) Statistics and Probability

<b>2.1 Numbers and Operations</b>									
<b>The Standards of Mathematical Practices</b>									
<p>Make sense of problems and persevere in solving them.                      Construct viable arguments and critique the reasoning of others.                      Use appropriate tools strategically.                      Look for and make use of structure.</p>		<p>Reason abstractly and quantitatively.                      Model with mathematics.                      Attend to precision.                      Look for and express regularity in repeated reasoning.</p>		<b>Grade 1</b> 2.1.1	<b>Grade 2</b> 2.1.2	<b>Grade 3</b> 2.1.3	<b>Grade 4</b> 2.1.4	<b>Grade 5</b> 2.1.5	
<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>									
<b>CC.2.1.PreK.A.1</b> Know number names and the count sequence.	<b>CC.2.1.K.A.1</b> Know number names and write and recite the count sequence.	<i>Intentionally Blank</i>			<i>Intentionally Blank</i>			<i>Intentionally Blank</i>	
<b>CC.2.1.PreK.A.2</b> Count to tell the number of objects.	<b>CC.2.1.K.A.2</b> Apply one-to-one correspondence to count the number of objects.	<i>Intentionally Blank</i>			<i>Intentionally Blank</i>			<i>Intentionally Blank</i>	
<b>CC.2.1.PreK.A.3</b> Compare numbers.	<b>CC.2.1.K.A.3</b> Apply the concept of magnitude to compare numbers and quantities.	<i>Intentionally Blank</i>			<i>Intentionally Blank</i>			<i>Intentionally Blank</i>	
<b>(A) Counting &amp; Cardinality</b>									



<b>2.1 Numbers and Operations</b>						
<b>The Standards of Mathematical Practices</b>						
<p>Make sense of problems and persevere in solving them.                      Construct viable arguments and critique the reasoning of others.                      Use appropriate tools strategically.                      Look for and make use of structure.</p>		<p>Reason abstractly and quantitatively.                      Model with mathematics.                      Attend to precision.                      Look for and express regularity in repeated reasoning.</p>		Grade 5 2.1.5		
				Grade 4 2.1.4		
Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3	Grade 4 2.1.4	
<p><b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p>						
<i>Intentionally Blank</i>	<p><b>CC.2.1.K.B.1</b> Use place value to compose and decompose numbers within 19.</p>	<p><b>CC.2.1.1.B.1</b> Extend the counting sequence to read and write numerals to represent objects.</p>	<p><b>CC.2.1.2.B.1</b> Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.</p>	<p><b>CC.2.1.3.B.1</b> Apply place-value understanding and properties of operations to perform multi-digit arithmetic.  M03.A-T.1.1.1 M03.A-T.1.1.2 M03.A-T.1.1.3 M03.A-T.1.1.4</p>	<p><b>CC.2.1.4.B.1</b> Apply place-value concepts to show an understanding of multi-digit whole numbers.  M04.A-T.1.1.1 M04.A-T.1.1.2 M04.A-T.1.1.3 M04.A-T.1.1.4</p>	<p><b>CC.2.1.5.B.1</b> Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.  M05.A-T.1.1.1 M05.A-T.1.1.2 M05.A-T.1.1.3 M05.A-T.1.1.4 M05.A-T.1.1.5</p>
	<p><b>CC.2.1.1.B.2</b> Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p>	<p><b>CC.2.1.2.B.2</b> Use place-value concepts to read, write, and skip count to 1000.</p>	<i>Intentionally Blank</i>		<p><b>CC.2.1.4.B.2</b> Use place-value understanding and properties of operations to perform multi-digit arithmetic.  M04.A-T.2.1.1 M04.A-T.2.1.2 M04.A-T.2.1.3 M04.A-T.2.1.4</p>	<p><b>CC.2.1.5.B.2</b> Extend an understanding of operations with whole numbers to perform operations including decimals.  M05.A-T.2.1.1 M05.A-T.2.1.2 M05.A-T.2.1.3</p>
<b>(B) Numbers &amp; Operations in Base Ten</b>						
<i>Intentionally Blank</i>						
<i>Intentionally Blank</i>		<p><b>CC.2.1.1.B.3</b> Use place-value concepts and properties of operations to add and subtract within 100.</p>	<p><b>CC.2.1.2.B.3</b> Use place-value understanding and properties of operations to add and subtract within 1000.</p>	<i>Intentionally Blank</i>		
		<i>Intentionally Blank</i>		<i>Intentionally Blank</i>		

<b>2.1 Numbers and Operations</b>					
<b>The Standards of Mathematical Practices</b>					
<p>Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.</p>		<p>Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.</p>		Grade 5 2.1.5	Grade 4 2.1.4
Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3	Grade 4 2.1.4
<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>					
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p><b>CC.2.1.3.C.1</b> Explore and develop an understanding of fractions as numbers.  M03.A-F.1.1.1 M03.A-F.1.1.2 M03.A-F.1.1.3 M03.A-F.1.1.4 M03.A-F.1.1.5</p>	<p><b>CC.2.1.4.C.1</b> Extend the understanding of fractions to show equivalence and ordering.  M04.A-F.1.1.1 M04.A-F.1.1.2</p>
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p><b>CC.2.1.5.C.1</b> Use the understanding of equivalency to add and subtract fractions.  M05.A-F.1.1.1</p>	<p><b>CC.2.1.5.C.2</b> Apply and extend previous understandings of multiplication and division to multiply and divide fractions.  M05.A-F.2.1.1 M05.A-F.2.1.2 M05.A-F.2.1.3 M05.A-F.2.1.4</p>
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p><b>CC.2.1.4.C.2</b> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.  M04.A-F.2.1.1 M04.A-F.2.1.2 M04.A-F.2.1.3 M04.A-F.2.1.4 M04.A-F.2.1.5 M04.A-F.2.1.6 M04.A-F.2.1.7</p>	<p><b>CC.2.1.4.C.3</b> Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).  M04.A-F.3.1.1 M04.A-F.3.1.2 M04.A-F.3.1.3</p>
<b>(C) Numbers &amp; Operations—Fractions</b>					
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<b>2.2 Algebraic Concepts</b>						
<b>The Standards of Mathematical Practices</b>						
<p>Make sense of problems and persevere in solving them.                      Construct viable arguments and critique the reasoning of others.                      Use appropriate tools strategically.                      Look for and make use of structure.</p>		<b>Grade 1</b> 2.2.1	<b>Grade 2</b> 2.2.2	<b>Grade 3</b> 2.2.3	<b>Grade 4</b> 2.2.4	<b>Grade 5</b> 2.2.5
		<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
CC.2.2.PreK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.  M03.B-O.1.1.1 M03.B-O.1.1.2 M03.B-O.1.2.1 M03.B-O.1.2.2	CC.2.2.4.A.1 Represent and solve problems involving the four operations.  M04.B-O.1.1.1 M04.B-O.1.1.2 M04.B-O.1.1.3 M04.B-O.1.1.4	CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.  M05.B-O.1.1.1 M05.B-O.1.1.2
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.  M03.B-O.2.1.1 M03.B-O.2.1.2 M03.B-O.2.2.1	CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.  M04.B-O.2.1.1	<i>Intentionally Blank</i>
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	CC.2.2.4.A.3 Generate and analyze patterns using one rule.  M04.B-O.3.1.1 M04.B-O.3.1.2 M04.B-O.3.1.3	CC.2.2.5.A.4 Analyze patterns and relationships using two rules.  M05.B-O.2.1.1 M05.B-O.2.1.2	
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.  M03.B-O.3.1.1 M03.B-O.3.1.2 M03.B-O.3.1.3 M03.B-O.3.1.4 M03.B-O.3.1.5 M03.B-O.3.1.6 M03.B-O.3.1.7	<i>Intentionally Blank</i>	

(A) Operations and Algebraic Thinking

<b>The Standards of Mathematical Practices</b>						
Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.						
Grade PreK 2.3.PreK	Grade K 2.3.K	Grade 1 2.3.1	Grade 2 2.3.2	Grade 3 2.3.3	Grade 4 2.3.4	Grade 5 2.3.5
<b>2.3 Geometry</b>						
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.						
<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>						
<b>CC.2.3.PreK.A.1</b> Identify and describe shapes.	<b>CC.2.3.K.A.1</b> Identify and describe two- and three-dimensional shapes.	<b>CC.2.3.1.A.1</b> Compose and distinguish between two- and three-dimensional shapes based on their attributes.	<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.	<b>CC.2.3.3.A.1</b> Identify, compare, and classify shapes and their attributes.  M03.C-G.1.1.1 M03.C-G.1.1.2	<b>CC.2.3.4.A.1</b> Draw lines and angles and identify these in two-dimensional figures.  M04.C-G.1.1.1	<b>CC.2.3.5.A.1</b> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.  M05.C-G.1.1.1 M05.C-G.1.1.2
<b>CC.2.3.PreK.A.2</b> Analyze, compare, create, and compose shapes.	<b>CC.2.3.K.A.2</b> Analyze, compare, create, and compose two- and three-dimensional shapes.	<b>CC.2.3.1.A.2</b> Use the understanding of fractions to partition shapes into halves and quarters.	<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	<b>CC.2.3.3.A.2</b> Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.  M03.C-G.1.1.3	<b>C.2.3.4.A.2</b> Classify two-dimensional figures by properties of their lines and angles.  M04.C-G.1.1.2	<b>CC.2.3.5.A.2</b> Classify two-dimensional figures into categories based on an understanding of their properties.  M05.C-G.2.1.1
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<b>CC.2.3.4.A.3</b> Recognize symmetric shapes and draw lines of symmetry.  M04.C-G.1.1.3	<i>Intentionally Blank</i>

(A) Geometry

<b>2.4 Measurement, Data, and Probability</b>							
<b>The Standards of Mathematical Practices</b>							
<p>Make sense of problems and persevere in solving them.                      Construct viable arguments and critique the reasoning of others.                      Use appropriate tools strategically.                      Look for and make use of structure.</p>		<b>Grade K</b> 2.4.K	<b>Grade 1</b> 2.4.1	<b>Grade 2</b> 2.4.2	<b>Grade 3</b> 2.4.3	<b>Grade 4</b> 2.4.4	<b>Grade 5</b> 2.4.5
		<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>					
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p><b>CC.2.4.PreK.A.1</b> Describe and compare measurable attributes of length and weight of everyday objects.</p>	<p><b>CC.2.4.1.A.1</b> Order lengths and measure them both indirectly and by repeating length units.</p>	<p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p>	<p><b>CC.2.4.3.A.1</b> Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.  M03.D-M.1.1.2.1 M03.D-M.1.1.2.2 M03.D-M.1.1.2.3</p>	<p><b>CC.2.4.4.A.1</b> Solve problems involving measurement and conversions from a larger unit to a smaller unit.  M04.D-M.1.1.1 M04.D-M.1.1.2 M04.D-M.1.1.3 M04.D-M.1.1.4</p>	<p><b>CC.2.4.5.A.1</b> Solve problems using conversions within a given measurement system.  M05.D-M.1.1.1</p>
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p><b>CC.2.4.1.A.2</b> Tell and write time to the nearest half hour using both analog and digital clocks.</p>	<p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p>	<p><b>CC.2.4.3.A.2</b> Tell and write time to the nearest minute and solve problems by calculating time intervals.  M03.D-M.1.1.1 M03.D-M.1.1.2</p>	<p><b>CC.2.4.4.A.2</b> Translate information from one type of data display to another.  M04.D-M.2.1.3</p>	<p><b>CC.2.4.5.A.2</b> Represent and interpret data using appropriate scale.  M05.D-M.2.1.2</p>	
<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p>	<p><b>CC.2.4.3.A.3</b> Solve problems and make change involving money using a combination of coins and bills.  M03.D-M.1.3.1 M03.D-M.1.3.2 M03.D-M.1.3.3</p>	<p><b>CC.2.4.4.A.3</b> Solve problems and make change involving money using a combination of coins and bills.</p>	<p><b>CC.2.4.5.A.3</b> Solve problems and make change involving money using a combination of coins and bills.</p>	<p><b>CC.2.4.6.A.3</b> Solve problems and make change involving money using a combination of coins and bills.</p>	

(A) Measurement and Data



<b>2.4 Measurement, Data, and Probability</b>						
<b>The Standards of Mathematical Practices</b>						
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.						
Grade PreK 2.4.PreK	Grade K 2.4.K	Grade 1 2.4.1	Grade 2 2.4.2	Grade 3 2.4.3	Grade 4 2.4.4	
Grade 5 2.4.5						
<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>						
<b>CC.2.4.PreK.A.4</b> Classify objects and count the number of objects in each category.	<b>CC.2.4.K.A.4</b> Classify objects and count the number of objects in each category.	<b>CC.2.4.1.A.4</b> Represent and interpret data using tables/charts.	<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.	<b>CC.2.4.3.A.4</b> Represent and interpret data using tally charts, tables, picture graphs, line plots, and bar graphs.  M03.D-M.2.1.1 M03.D-M.2.1.2 M03.D-M.2.1.3 M03.D-M.2.1.4	<b>CC.2.4.4.A.4</b> Represent and interpret data involving fractions using information provided in a line plot.  M04.D-M.2.1.1 M04.D-M.2.1.2	<b>CC.2.4.5.A.4</b> Solve problems involving computation of fractions using information provided in a line plot.  M05.D-M.2.1.1
<b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.	<b>CC.2.4.3.A.5</b> Determine the area of a rectangle and apply the concept to multiplication and to addition.  M03.D-M.3.1.1 M03.D-M.3.1.2	<b>CC.2.4.3.A.6</b> Solve problems involving perimeters of polygons and distinguish between linear and area measures.  M03.D-M.4.1.1	<b>CC.2.4.4.A.6</b> Measure angles and use properties of adjacent angles to solve problems.  M04.D-M.3.1.1 M04.D-M.3.1.2	<b>CC.2.4.5.A.5</b> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.  M05.D-M.3.1.1 M05.D-M.3.1.2	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
<b>CC.2.4.1.A.6</b> Represent and interpret data using line plots, picture graphs, and bar graphs.	<b>CC.2.4.2.A.5</b> Extend the concepts of addition and subtraction to problems involving length.	<b>CC.2.4.3.A.5</b> Determine the area of a rectangle and apply the concept to multiplication and to addition.	<b>CC.2.4.4.A.5</b> Measure angles and use properties of adjacent angles to solve problems.	<b>CC.2.4.5.A.5</b> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>

(A) Measurement and Data

2.1 Numbers and Operations					
The Standards of Mathematical Practices					
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School		
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>(D) Ratios &amp; Proportional Relationships</b>	<b>CC.2.1.6.D.1</b> Understand ratio concepts and use ratio reasoning to solve problems.  M06.A-R.1.1.1 M06.A-R.1.1.2 M06.A-R.1.1.3 M06.A-R.1.1.4 M06.A-R.1.1.5	<b>CC.2.1.7.D.1</b> Analyze proportional relationships and use them to model and solve real-world and mathematical problems.  M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6	<i>Intentionally Blank</i>	<b>CC.2.1.HS.F.1</b> Apply and extend the properties of exponents to solve problems with rational exponents. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4  <b>CC.2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A1.1.1.2.1  <b>CC.2.1.HS.F.3</b> Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2  <b>CC.2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2	
	<b>CC.2.1.6.E.1</b> Apply and extend previous understandings of multiplication and division to divide fractions by fractions.  M06.A-N.1.1.1	<b>CC.2.1.7.E.1</b> Apply and extend previous understandings of operations with fractions to operations with rational numbers.  M07.A-N.1.1.1 M07.A-N.1.1.2 M07.A-N.1.1.3	<b>CC.2.1.8.E.1</b> Distinguish between rational and irrational numbers using their properties.  M08.A-N.1.1.1 M08.A-N.1.1.2 A1.1.1.1.1 A1.1.1.1.2	<b>(F) Number and Quantity</b>	<b>CC.2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2  <b>CC.2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers. A2.1.1.1.1, A2.1.1.1.2, A2.1.1.2.1, A2.1.1.2.2  <b>CC.2.1.HS.F.7</b> Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4
	<b>CC.2.1.6.E.2</b> Identify and choose appropriate processes to compute fluently with multi-digit numbers.  M06.A-N.2.1.1	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>		
<b>CC.2.1.6.E.3</b> Develop and/or apply number theory concepts to find common factors and multiples.  M06.A-N.2.2.1 M06.A-N.2.2.2 A1.1.1.2.1	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>			

2.1 Numbers and Operations				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School	
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
<b>CC.2.1.6.E.4</b> Apply and extend previous understandings of numbers to the system of rational numbers.  M06.A-N.3.1.1 M06.A-N.3.1.2 M06.A-N.3.1.3 M06.A-N.3.2.1 M06.A-N.3.2.2 M06.A-N.3.2.3	<i>Intentionally Blank</i>	<b>CC.2.1.8.E.4</b> Estimate irrational numbers by comparing them to rational numbers.  M08.A-N.1.1.3 M08.A-N.1.1.4 M08.A-N.1.1.5 A1.1.1.1.1		

2.2 Algebraic Concepts				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.2.6 Grade 6	2.2.7 Grade 7	2.2.8 Grade 8	2.2.HS High School	
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
<b>(B) Expressions and Equations</b>	<p><b>CC.2.2.6.B.1</b> Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>M06.B-E.1.1.1 M06.B-E.1.1.2 M06.B-E.1.1.3 M06.B-E.1.1.4 M06.B-E.1.1.5</p>	<p><b>CC.2.2.7.B.1</b> Apply properties of operations to generate equivalent expressions.</p> <p>M07.B-E.1.1.1</p>	<p><b>CC.2.2.8.B.1</b> Apply concepts of radicals and integer exponents to generate equivalent expressions.</p> <p>M08.B-E.1.1.1 M08.B-E.1.1.2 M08.B-E.1.1.3 M08.B-E.1.1.4 A1.1.1.3.1</p>	<b>(D) Algebra</b>
	<p><b>CC.2.2.6.B.2</b> Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.</p> <p>M06.B-E.2.1.1 M06.B-E.2.1.2 M06.B-E.2.1.3 M06.B-E.2.1.4</p>	<p><i>Intentionally Blank</i></p>	<p><b>CC.2.2.8.B.2</b> Understand the connections between proportional relationships, lines, and linear equations.</p> <p>M08.B-E.2.1.1 M08.B-E.2.1.2 M08.B-E.2.1.3 A1.2.1.2.2</p>	
<p><b>CC.2.2.HS.D.1</b> Interpret the structure of expressions to represent a quantity in terms of its context. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2</p> <p><b>CC.2.2.HS.D.2</b> Write expressions in equivalent forms to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4, A2.1.2.2.1, A2.1.2.2.2</p> <p><b>CC.2.2.HS.D.3</b> Extend the knowledge of arithmetic operations and apply to polynomials. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2</p> <p><b>CC.2.2.HS.D.4</b> Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs. A2.1.2.2.1, A2.1.2.2.2</p> <p><b>CC.2.2.HS.D.5</b> Use polynomial identities to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p> <p><b>CC.2.2.HS.D.6</b> Extend the knowledge of rational functions to rewrite in equivalent forms. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p> <p><b>CC.2.2.HS.D.7</b> Create and graph equations or inequalities to describe numbers or relationships. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4</p> <p><b>CC.2.2.HS.D.8</b> Apply inverse operations to solve equations or formulas for a given variable. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2</p>				

2.2 Algebraic Concepts				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.2.6	Grade 6	2.2.7	Grade 7	2.2.8 Grade 8
				2.2.HS High School
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
<b>(B) Expressions and Equations</b>	<b>CC.2.2.6.B.3</b> Represent and analyze quantitative relationships between dependent and independent variables.  M06.B-E.3.1.1 M06.B-E.3.1.2	<b>CC.2.2.7.B.3</b> Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.  M07.B-E.2.1.1 M07.B-E.2.2.1 M07.B-E.2.2.2 M07.B-E.2.3.1 A1.1.1.4.1	<b>CC.2.2.8.B.3</b> Analyze and solve linear equations and pairs of simultaneous linear equations.  M08.B-E.3.1.1 M08.B-E.3.1.2 M08.B-E.3.1.3 M08.B-E.3.1.4 M08.B-E.3.1.5 A1.1.2.1.1 A1.1.2.2.1 A1.1.2.2.2	<b>(D) Algebra</b>
			<b>CC.2.2.HS.D.9</b> Use reasoning to solve equations and justify the solution method. A1.1.1.4.1, A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2 <b>CC.2.2.HS.D.10</b> Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4	



2.2 Algebraic Concepts				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.2.6 Grade 6	2.2.7 Grade 7	2.2.8 Grade 8	2.2.HS High School	
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
<b>(C) Functions</b>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<b>CC.2.2.8.C.1</b> Define, evaluate, and compare functions.  M08.B-F.1.1.1 M08.B-F.1.1.2 M08.B-F.1.1.3 A1.1.2.1.1 A1.2.1.1.2 A1.2.1.2.1 A1.2.1.2.2	<b>CC.2.2.HS.C.1</b> Use the concept and notation of functions to interpret and apply them in terms of their context. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5  <b>CC.2.2.HS.C.2</b> Graph and analyze functions and use their properties to make connections between the different representations. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.1, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4  <b>CC.2.2.HS.C.3</b> Write functions or sequences that model relationships between two quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4  <b>CC.2.2.HS.C.4</b> Interpret the effects transformations have on functions and find the inverses of functions. A1.2.1.2.1, A1.2.1.2.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1  <b>CC.2.2.HS.C.5</b> Construct and compare linear, quadratic, and exponential models to solve problems. A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1  <b>CC.2.2.HS.C.6</b> Interpret functions in terms of the situations they model. A1.2.1.2.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.2.1, A2.1.3.1.3, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1  <b>CC.2.2.HS.C.7</b> Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.  <b>CC.2.2.HS.C.8</b> Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.  <b>CC.2.2.HS.C.9</b> Prove the Pythagorean identity and use it to calculate trigonometric ratios. G.1.3.2.1, G.2.1.1.1, G.2.1.1.2
			<b>(C) Functions</b>	

2.3 Geometry				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.3.6 Grade 6	2.3.7 Grade 7	2.3.8 Grade 8	2.3.HS High School	
<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>				
<b>(A) Geometry</b>	<p><b>CC.2.3.6.A.1</b> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3 M06.C-G.1.1.4 M06.C-G.1.1.5 M06.C-G.1.1.6</p>	<p><b>CC.2.3.7.A.1</b> Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.</p> <p>M07.C-G.2.1.1 M07.C-G.2.1.2 M07.C-G.2.2.1 M07.C-G.2.2.2</p>	<p><b>CC.2.3.8.A.1</b> Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.</p> <p>M08.C-G.3.1.1 G.2.3.1.2</p>	<p><b>CC.2.3.HS.A.1</b> Use geometric figures and their properties to represent transformations in the plane. G.1.3.1.1, G.1.3.1.2</p> <p><b>CC.2.3.HS.A.2</b> Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2</p> <p><b>CC.2.3.HS.A.3</b> Verify and apply geometric theorems as they relate to geometric figures. G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5</p> <p><b>CC.2.3.HS.A.4</b> Apply the concept of congruence to create geometric constructions.</p> <p><b>CC.2.3.HS.A.5</b> Create justifications based on transformations to establish similarity of plane figures. G.1.3.1.1, G.1.3.1.2</p> <p><b>CC.2.3.HS.A.6</b> Verify and apply theorems involving similarity as they relate to plane figures. G.1.3.1.1, G.1.3.1.2, G.1.3.2.1</p> <p><b>CC.2.3.HS.A.7</b> Apply trigonometric ratios to solve problems involving right triangles. G.2.1.1.1, G.2.1.1.2</p> <p><b>CC.2.3.HS.A.8</b> Apply geometric theorems to verify properties of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1</p> <p><b>CC.2.3.HS.A.9</b> Extend the concept of similarity to determine arc lengths and areas of sectors of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5, G.2.2.3.1</p>
	<i>Intentionally Blank</i>	<p><b>CC.2.3.7.A.2</b> Visualize and represent geometric figures and describe the relationships between them.</p> <p>M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4</p>	<p><b>CC.2.3.8.A.2</b> Understand and apply congruence, similarity, and geometric transformations using various tools.</p> <p>M08.C-G.1.1.1 M08.C-G.1.1.2 M08.C-G.1.1.3 M08.C-G.1.1.4 G.1.2.1.1 G.1.2.1.4 G.2.2.1.1</p>	

2.3 Geometry				
<b>The Standards of Mathematical Practices</b>				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.3.6	Grade 6	2.3.7	Grade 7	2.3.8 Grade 8
				<b>2.3.HS High School</b>
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
(A) Geometry	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<b>CC.2.3.8.A.3</b> Understand and apply the Pythagorean Theorem to solve problems.  M08.C-G.2.1.1 M08.C-G.2.1.2 M08.C-G.2.1.3 G.2.1.1.1 G.2.1.2.1	<b>CC.2.3.HS.A.10</b> Translate between the geometric description and the equation for a conic section. A2.2.1.1.4, A2.2.2.1.1 <b>CC.2.3.HS.A.11</b> Apply coordinate geometry to prove simple geometric theorems algebraically. G.2.1.2.1, G.2.1.2.2, G.2.1.2.3 <b>CC.2.3.HS.A.12</b> Explain volume formulas and use them to solve problems. G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 <b>CC.2.3.HS.A.13</b> Analyze relationships between two-dimensional and three-dimensional objects. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.2.3.2.1 <b>C.2.3.HS.A.14</b> Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3
			(A) Geometry	

2.4 Measurement, Data, and Probability				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.4.6 Grade 6	2.4.7 Grade 7	2.4.8 Grade 8	2.4.HS High School	
<b>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>				
<b>(B) Statistics and Probability</b>	<b>CC.2.4.6.B.1</b> Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.  M06.D-S.1.1.1 M06.D-S.1.1.2 M06.D-S.1.1.3 M06.D-S.1.1.4	<b>CC.2.4.7.B.1</b> Draw inferences about populations based on random sampling concepts.  M07.D-S.1.1.1 M07.D-S.1.1.2	<b>CC.2.4.8.B.1</b> Analyze and/or interpret bivariate data displayed in multiple representations.  M08.D-S.1.1.1 M08.D-S.1.1.2 M08.D-S.1.1.3 A1.2.2.2.1	<b>(B) Statistics and Probability</b>
	<i>Intentionally Blank</i>	<b>CC.2.4.7.B.2</b> Draw informal comparative inferences about two populations.  M07.D-S.2.1.1	<b>CC.2.4.8.B.2</b> Understand that patterns of association can be seen in bivariate data utilizing frequencies.  M08.D-S.1.2.1	
	<i>Intentionally Blank</i>	<b>CC.2.4.7.B.3</b> Investigate chance processes and develop, use, and evaluate probability models.  M07.D-S.3.1.1 M07.D-S.3.2.1 M07.D-S.3.2.2 M07.D-S.3.2.3 A1.2.3.3.1	<i>Intentionally Blank</i>	
<b>CC.2.4.HS.B.1</b> Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, <b>CC.2.4.HS.B.2</b> Summarize, represent, and interpret data on two categorical and quantitative variables. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.2.1, A2.2.1.1.1, A2.2.3.1.1, A2.2.3.1.2 <b>CC.2.4.HS.B.3</b> Analyze linear models to make interpretations based on the data. A1.2.2.2.1, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.1.1, A2.2.3.1.2 <b>CC.2.4.HS.B.4</b> Recognize and evaluate random processes underlying statistical experiments. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 <b>CC.2.4.HS.B.5</b> Make inferences and justify conclusions based on sample surveys, experiments, and observational studies. A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 <b>CC.2.4.HS.B.6</b> Use the concepts of independence and conditional probability to interpret data. A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 <b>CC.2.4.HS.B.7</b> Apply the rules of probability to compute probabilities of compound events in a uniform probability model. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3				

**Key Terms for this Document**

*Standards for Mathematical Contents*—These standards define what students should know and be able to do in their study of mathematics.

*Standards for Mathematical Practice*—These standards describe the processes and proficiencies in which all students grades K-12 should engage. Educators must instill these standards of practice in their students so that they become habitual. The standards for mathematical practice should be used as the vehicle to deliver the standards of mathematical content.

*Standard Algorithm*—A locally agreed upon method of computation which is conventionally taught for solving mathematical problems.

*Decimal Fraction*—A fraction whose denominator is a power of ten (examples: 2/100, 8/10). These fractions are commonly expressed as decimals.

*Unit Fraction*—A rational number written as a fraction where the numerator is one and the denominator is a positive integer (example: 1/20).

*Bivariate Data*—The data involves two variables and is usually represented as a scatter plot.

*Rule*—A single operation (examples: add 5, multiply by 2).

APPENDIX B

Academic Standards for Science and Technology and Environment and Ecology  
*Grades 6-12*

VII. TABLE OF CONTENTS

Introduction ..... VIII.

**THE ACADEMIC STANDARDS**

**Unifying Themes ..... 3.1.**

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C. Patterns

D. Scale

E. Change

**Inquiry and Design ..... 3.2.**

A. Nature of Scientific Knowledge

B. Process Knowledge

C. Scientific Method

D. Problem Solving in Technology

**Biological Sciences ..... 3.3.**

A. Living Forms

B. Structure and Function

C. Inheritance

D. Evolution

**Physical Science, Chemistry and Physics ..... 3.4.**

A. Matter

B. Energy

C. Forces and Motion

D. Astronomy

**Earth Sciences ..... 3.5.**

A. Land Forms and Processes

B. Resources

C. Meteorology

D. Hydrology and Oceanography

Reading

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

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complex Texts

**Technology Education ..... 3.6.**

A. Biotechnology

B. Information Technology

C. Physical Technologies (Construction, Manufacturing, and Transportation)

Writing

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

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing



**Technological Devices** ..... 3.7.

- A. Tools
- B. Instruments
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- B. Meeting Human Needs
- C. Consequences and Impacts

**Glossary** .....IX.

\* \* \* \* \*

3.5. Earth Sciences			
3.5.4. GRADE 4	3.5.7. GRADE 7	3.5.10. GRADE 10	3.5.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
Refer to Environment and Ecology Standards Categories 4.1, 4.3, 4.8 for standards that deal with environmental impact of Earth structures and forces.			

**Pennsylvania Core Standards for Reading in Science and Technology**  
*Grades 6-12*

**INTRODUCTION**

These standards describe what students in the science classroom should know and be able to do with the English language in reading, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards.

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

<b>3.5</b> <b>Reading Informational Text</b> <b>Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	<b>GRADE 6-8</b>	<b>GRADE 9-10</b>	<b>GRADE 11-12</b>
	CC.3.5.6-8.A. Cite specific textual evidence to support analysis of science and technical texts.	CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	CC.3.5.6-8.B. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	CC.3.5.9-10.B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	CC.3.5.6-8.C. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Key Ideas and Details</b>			

<p><b>3.5</b></p>	<p><b>Reading Informational Text</b> Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	<p><b>GRADE 6-8</b> CC.3.5.6-8.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. CC.3.5.6-8.E. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. CC.3.5.6-8.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>GRADE 9-10</b> CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>. CC.3.5.9-10.E. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>). CC.3.5.9-10.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p><b>GRADE 11-12</b> CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. CC.3.5.11-12.E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CC.3.5.11-12.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>
<p><b>Craft and Structure</b></p>	<p>CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). CC.3.5.6-8.H. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CC.3.5.6-8.I. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. CC.3.5.6-8.J. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CC.3.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>	
<p><b>Integration of Knowledge and Ideas</b></p>	<p>CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). CC.3.5.6-8.H. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CC.3.5.6-8.I. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. CC.3.5.6-8.J. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CC.3.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>	
<p><b>Range and Level of</b></p>	<p>CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). CC.3.5.6-8.H. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CC.3.5.6-8.I. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. CC.3.5.6-8.J. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CC.3.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>	

<b>3.6. Technology Education</b>			
<b>3.6.4. GRADE 4</b>	<b>3.6.7. GRADE 7</b>	<b>3.6.10. GRADE 10</b>	<b>3.6.12. GRADE 12</b>
<b><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></b>			
<ul style="list-style-type: none"> <li>• Identify waste and pollution resulting from a manufacturing enterprise.</li> <li>• Explain and demonstrate the concept of manufacturing (e.g., assemble a set of papers or ball point pens sequentially, mass produce an object).</li> <li>• Identify transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting.</li> <li>• Identify and experiment with simple machines used in transportation systems.</li> <li>• Explain how improved transportation systems have changed society.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the relationships among the basic resources needed in the production process for a specific manufactured object.</li> <li>• Explain the difference between design engineering and production engineering processes.</li> <li>• Analyze manufacturing steps that affect waste and pollutants.</li> <li>• Explain transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting.</li> <li>• Identify and explain the workings of several mechanical power systems.</li> <li>• Model and explain examples of vehicular propulsion, control, guidance, structure and suspension systems.</li> <li>• Explain the limitations of land, marine, air and space transportation systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply concepts of design engineering in the organization and application of a manufacturing activity.</li> <li>• Apply the concepts of manufacturing by redesigning an enterprise to improve productivity or reduce or eliminate waste and/or pollution.</li> <li>• Evaluate the interrelationship of various transportation systems in the community.</li> <li>• Analyze the impacts that transportation systems have on a community.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the importance of capital on specific construction applications.</li> <li>• Analyze the positive and negative qualities of several different types of materials as they would relate to specific construction applications.</li> <li>• Analyze transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting.</li> <li>• Analyze the concepts of vehicular propulsion, guidance, control, suspension and structural systems while designing and producing specific complex transportation systems.</li> </ul>

**Pennsylvania Core Standards for Writing in  
Science and Technology  
Grades 6-12**

**INTRODUCTION**

These standards describe what students in the social studies classroom should know and be able to do with the English language in writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards.

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

<p><b>3.6</b></p> <p><b>Writing</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<table border="1"> <tr> <td data-bbox="235 163 292 1932"> <p><b>GRADES 6-8</b></p> <p>CC.3.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </td> <td data-bbox="292 163 560 1932"> <p><b>GRADES 9-10</b></p> <p>CC.3.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul> </td> <td data-bbox="560 163 1058 1932"> <p><b>GRADES 11-12</b></p> <p>CC.3.6.11-12.A. 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<p><b>Text Types and Purposes</b></p>				



<p><b>3.6 Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>GRADES 6-8</b></p>	<p><b>CC.3.6.8.B. *</b>          Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>GRADES 9-10</b></p> <p><b>CC.3.6.9-10.B. *</b>          Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>GRADES 11-12</b></p> <p><b>CC.3.6.11-12.B. *</b>          Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
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<p><b>3.6</b></p>	<p><b>Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>
<p><b>GRADES 6-8</b></p> <p>CC.3.6.6-8.C.          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.3.6.6-8.D.          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, focusing on how well purpose and audience have been addressed.</p> <p>CC.3.6.6-8.E.          Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.3.6.6-8.F.          Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.3.6.6-8.G.          Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.3.6.6-8.H.          Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>GRADES 9-10</b></p> <p>CC.3.6.9-10.C.          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.3.6.9-10.D.          Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.3.6.9-10.E.          Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.3.6.9-10.F.          Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.3.6.9-10.G.          Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.3.6.9-10.H.          Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Production and Distribution of Writing</b></p>	<p><b>GRADES 11-12</b></p> <p>CC.3.6.11-12.C.          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.3.6.11-12.D.          Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.3.6.11-12.E.          Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.3.6.11-12.F.          Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.3.6.11-12.G.          Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.3.6.11-12.H.          Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Research to Build and Present Knowledge</b></p>	<p><b>GRADES 6-8</b></p> <p>CC.3.6.6-8.C.          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.3.6.6-8.D.          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, focusing on how well purpose and audience have been addressed.</p> <p>CC.3.6.6-8.E.          Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.3.6.6-8.F.          Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.3.6.6-8.G.          Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.3.6.6-8.H.          Draw evidence from informational texts to support analysis, reflection, and research.</p>

<p><b>3.6 Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<table border="1"> <tr> <td data-bbox="224 159 261 730"> <p><b>GRADES 6-8</b> CC.3.6.6-8.J.I. Write routinely over extended time frames (time for 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> </td> <td data-bbox="224 730 261 1283"> <p><b>GRADES 9-10</b> CC.3.6.9-10.I. Write routinely over extended time frames (time for 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> </td> <td data-bbox="224 1283 261 1934"> <p><b>GRADES 11-12</b> CC.3.6.11-12.I. Write routinely over extended time frames (time for 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> </td> </tr> </table>	<p><b>GRADES 6-8</b> CC.3.6.6-8.J.I. Write routinely over extended time frames (time for 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><b>GRADES 9-10</b> CC.3.6.9-10.I. Write routinely over extended time frames (time for 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><b>GRADES 11-12</b> CC.3.6.11-12.I. Write routinely over extended time frames (time for 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>
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\* Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

**APPENDIX C**

**Academic Standards for Civics and Government and Economics and Geography and History**

**Academic Standards for History**

**XXII. TABLE OF CONTENTS**

**Introduction** ..... XXIII.

**THE ACADEMIC STANDARDS**

**Historical Analysis and Skills Development** .....8.1.

A. Chronological Thinking

B. Historical Comprehension

C. Historical Interpretation

D. Historical Research

**Pennsylvania History** .....8.2.

A. Contributions of Individuals and Groups

B. Documents, Artifacts and Historical Places

C. Influences of Continuity and Change

D. Conflict and Cooperation Among Groups

**United States History** .....8.3.

A. Contributions of Individuals and Groups

B. Documents, Artifacts and Historical Places

C. Influences of Continuity and Change

D. Conflict and Cooperation Among Groups

**World History** .....8.4.

A. Contributions of Individuals and Groups

B. Documents, Artifacts and Historical Places

- C. Influences of Continuity and Change
- D. Conflict and Cooperation Among Groups
- Reading** ..... 8.5
  - Students read, understand, and respond to informational text in the content area—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range and Level of Complex Texts
- Writing** ..... 8.6
  - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing

**Glossary** ..... XXIV.

<b>8.4. World History</b>			
<b>8.4.3. GRADE 3</b>	<b>8.4.6. GRADE 6</b>	<b>8.4.9. GRADE 9</b>	<b>8.4.12. GRADE 12</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to . . .</i>			
Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15th century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.			

**Pennsylvania Core Standards for Reading in  
History and Social Studies  
Grades 6-12**

**INTRODUCTION**

These standards describe what students in the social studies classroom should know and be able to do with the English language in reading, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards.

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

<b>8.5 Key Ideas and Details</b>	<b>GRADE 6-8</b>	<b>GRADE 9-10</b>	<b>GRADE 11-12</b>
	<p>CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
	<p><b>Reading Informational Text Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p>		



8.5 Reading Informational Text Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	GRADE 6-8	GRADE 9-10	GRADE 11-12	
Craft and Structure	<p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	
	Integration of Knowledge and Ideas			
		Range and Level of Complex Texts		

**Pennsylvania Core Standards for Writing in History and Social Studies  
Grades 6-12**

**INTRODUCTION**

These standards describe what students in the social studies classroom should know and be able to do with the English language in writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards.

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

<p><b>8.6 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>GRADES 6-8</b> CC.8.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>GRADES 9-10</b> CC.8.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>	<p><b>GRADES 11-12</b> CC.8.6.11-12.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><b>Text Types and Purposes</b></p>			

<p><b>8.6</b></p> <p><b>Writing</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>GRADES 6-8</b></p> <p>CC.8.6.6-8.B.*</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>GRADES 9-10</b></p> <p>CC.8.6.9-10.B.*</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>GRADES 11-12</b></p> <p>CC.8.6.11-12.B.*</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
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<p><b>8.6</b></p>	<p><b>Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p><b>GRADES 6-8</b></p> <p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.D. 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, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>GRADES 9-10</b></p> <p>CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>GRADES 11-12</b></p> <p>CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Production and Distribution of Writing</b></p>	<p><b>Research to Build and Present Knowledge</b></p>	



<p><b>8.6</b></p> <p><b>Writing</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	<p><b>GRADES 6-8</b></p> <p>CC.8.6.6-8.I. Write routinely over extended time frames (time for 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><b>GRADES 9-10</b></p> <p>CC.8.6.9-10.I. Write routinely over extended time frames (time for 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><b>GRADES 11-12</b></p> <p>CC.8.6.11-12.I. Write routinely over extended time frames (time for 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><b>Range of Writing</b></p>			

\* Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

[Pa.B. Doc. No. 14-434. Filed for public inspection February 28, 2014, 9:00 a.m.]



# Title 34—LABOR AND INDUSTRY

## Title 37—LAW

DEPARTMENT OF LABOR AND INDUSTRY  
STATE POLICE

[ 34 PA. CODE CHS. 14 AND 14a ]

[ 37 PA. CODE CHS. 11 AND 13 ]

### Transfer of Regulations

The Department of Labor and Industry and the State Police jointly submit this notice for the purpose of renumbering certain existing regulations. This renumbering has been made necessary by section 4(b) of the Combustible and Flammable Liquids Act (act) (35 P. S. § 1244(b)).

Among other things, the act deemed 37 Pa. Code Chapters 11 and 13 (relating to flammable and combustible liquids; preliminary provisions; and storage and use of flammable and combustible liquids) regulations of the Department of Labor and Industry.

Therefore, in recognition of section 4(b) of the act, the Department of Labor and Industry and State Police hereby request the Legislative Reference Bureau to transfer 37 Pa. Code Chapters 11 and 13 to 34 Pa. Code Chapters 14 and 14a as follows:

#### TITLE 34. LABOR AND INDUSTRY

PART I. Department of Labor and Industry  
Chapter 14. Flammable and Combustible Liquids; Preliminary Provisions  
Chapter 14a. Storage and Use of Flammable and Combustible Liquids

#### TITLE 37. LAW

PART I. State Police  
Chapter 11. [Reserved and Renumbered]  
Chapter 13. [Reserved and Renumbered]

#### TABLE OF REGULATIONS TO BE TRANSFERRED

The following chapters are transferred from Title 37 to Title 34:

<i>Former Pa. Code Reference</i>	<i>New Pa. Code Reference</i>
Title 37, Chapter 11	Title 34, Chapter 14
Title 37, Chapter 13	Title 34, Chapter 14a

COLONEL FRANK NOONAN,  
*Commissioner*

JULIA K. HEARTHWAY,  
*Secretary*

[Pa.B. Doc. No. 14-435. Filed for public inspection February 28, 2014, 9:00 a.m.]

# Title 40—LIQUOR

LIQUOR CONTROL BOARD

[ 40 PA. CODE CH. 11 ]

### Sale by Limited Winery Licensees

The Liquor Control Board (Board), under the authority of section 207(i) of the Liquor Code (47 P. S. § 2-207(i)), amends § 11.111 (relating to sale by limited winery licensees).

#### Summary

The final-form rulemaking amends § 11.111 by deleting the prohibition on limited wineries selling a specific code of wine listed for sale by the Board as a stock item at a price lower than that charged by the Board.

The act of July 31, 1968 (P. L. 902, No. 272) first authorized the Board to issue licenses to limited wineries. License holders could produce no more than 50,000 gallons of wine per year and could sell their wines directly to the Board, licensees and the general public. In 1982, the Board amended § 11.111(a)(10) to prohibit a limited winery from selling a specific code of wine which is listed for sale as a stock item by the Board at a price which was lower than that charged by the Board. This final-form rulemaking deletes former § 11.111(a)(10) to allow licensed limited wineries to sell a specific code of wine at a price which is lower than the Board's price for the same code. This final-form rulemaking will benefit licensed limited wineries who may be able to sell their wines at lower prices than the Board.

#### Response to Comments

On December 4, 2013, the Independent Regulatory Review Commission (IRRC) notified the Board, House Liquor Control Committee and the Senate Law and Justice Committee that it did not have objections, comments or recommendations to offer on the proposed rulemaking.

#### Affected Parties

Approximately 262 limited wineries licensed by the Board, of which 226 are currently active, will have increased pricing flexibility as a result of this final-form rulemaking. A licensee will not be required to take action due to this final-form rulemaking.

#### Paperwork Requirements

The Board does not anticipate that this final-form rulemaking will affect the amount of paperwork or administrative costs of the regulated community.

#### Fiscal Impact

The Board does not anticipate that this final-form rulemaking will have adverse fiscal impact on the regulated community since licensed limited wineries will have increased pricing flexibility. A licensee will not be required to take any action due to this change.

This final-form rulemaking is not expected to have a substantial, adverse fiscal impact on State and local governments, although there may be a nominal fiscal impact on Board revenues if increased licensed limited winery sales lead to reduced sales by the Board.

#### Effective Date

This final-form rulemaking will become effective upon publication in the *Pennsylvania Bulletin*.

#### Contact Person

Questions regarding this final-form should be addressed to Norina Blynn, Assistant Counsel, or Rodrigo Diaz, Executive Deputy Chief Counsel, Office of Chief Counsel, Liquor Control Board, Room 401, Northwest Office Building, Harrisburg, PA 17124-0001.

#### Regulatory Review

Under section 5(a) of the Regulatory Review Act (71 P. S. § 745.5(a)), on September 24, 2013, the Board submitted a copy of the notice of proposed rulemaking, published at 43 Pa.B. 5826 (October 5, 2013), to IRRC

and the Chairpersons of the House Liquor Control Committee and the Senate Law and Justice Committee for review and comment.

Under section 5(c) of the Regulatory Review Act, IRRC and the House and Senate Committees were provided with copies of the comments received during the public comment period, as well as other documents when requested. In preparing the final-form rulemaking, the Board considered all comments from IRRC, the Chairpersons of the House and the Senate Committees and the public.

Under section 5.1(j.2) of the Regulatory Review Act (71 P. S. § 745.5a(j.2)), on January 15, 2014, the final-form rulemaking was deemed approved by the House and Senate Committees. Under section 5(g) of the Regulatory Review Act, the final-form rulemaking was deemed approved by IRRC effective January 16, 2014.

#### Findings

The Board finds that:

(1) Public notice of intention to adopt the administrative amendments adopted by this order has been given under sections 201 and 202 of the act of July 31, 1968 (P. L. 769, No. 240) (45 P. S. §§ 1201 and 1202) and the regulations thereunder, 1 Pa. Code §§ 7.1 and 7.2.

(2) The amendments to the Board's regulations in the manner provided in this order are necessary and appropriate for the administration of the Liquor Code.

#### Order

The Board, acting under authorizing statute, orders that:

(a) The regulations of the Board, 40 Pa. Code Chapter 11, are amended by amending § 11.111 to read as set forth at 43 Pa.B. 5826.

(b) The Board shall certify this order and 43 Pa.B. 5826 and deposit them with the Legislative Reference Bureau as required by law.

(c) This order shall become effective upon publication in the *Pennsylvania Bulletin*.

JOSEPH E. BRION,  
*Chairperson*

*(Editor's Note: For the text of the order of the Independent Regulatory Review Commission relating to this document, see 44 Pa.B. 751 (February 1, 2014).)*

**Fiscal Note:** Fiscal Note 54-76 remains valid for the final adoption of the subject regulation.

[Pa.B. Doc. No. 14-436. Filed for public inspection February 28, 2014, 9:00 a.m.]

## Title 58—RECREATION

### PENNSYLVANIA GAMING CONTROL BOARD

#### [ 58 PA. CODE CHS. 581 AND 591 ]

### Double Attack Blackjack; Double Back Jack; Temporary Regulations

The Pennsylvania Gaming Control Board (Board), under its general authority in 4 Pa.C.S. § 13A03(b) (relating to temporary table game regulations) and the specific authority in 4 Pa.C.S. § 13A02(1) and (2) (relating to

regulatory authority), deletes Chapter 581 and adds Chapter 591 (relating to Double Back Jack) to read as set forth in Annex A.

#### *Purpose of the Temporary Rulemaking*

This temporary rulemaking deletes Chapter 581 and adds a new banked game, Double Back Jack, to the complement of games that are authorized for play in this Commonwealth. Double Back Jack is a variation on standard Blackjack in which players may buy back in if the player busts by going over 21. Player Blackjack will pay out at odds of 2 to 1 and the dealer will be required to stand on a soft 17.

#### *Explanation of Chapter 581*

Temporary Chapter 581 was recently transitioned into a permanent chapter at 44 Pa.B. 619 (February 1, 2014). This temporary chapter is being deleted as redundant.

#### *Explanation of Chapter 591*

Section 591.1 (relating to definitions) contains the definitions for terms used in Double Back Jack. Section 591.2 (relating to Double Back Jack table; card reader device; physical characteristics; inspections) contains the requirements pertaining to the table layouts and other equipment used in the play of the game.

Section 591.3 (relating to cards; number of decks; value of cards) addresses the number of decks that are used in Double Back Jack and the frequency with which the decks are to be changed. Sections 591.4 and 591.5 (relating to opening of the table for gaming; and shuffle and cut of the cards) set forth the procedures for the inspection, shuffling and cutting of the cards before they are dealt.

Section 591.6 (relating to wagers) specifies which wagers are authorized for use at the game and when those wagers are to be placed.

Section 591.7 (relating to procedure for dealing the cards; completion of each round of play) specifies how the cards are to be dealt to each player and the dealer, how the dealer is to evaluate whether a patron's hand is a winning hand and the procedures for collecting cards, collecting losing wagers and paying out winning wagers.

Sections 591.8—591.11 specify when the Insurance Wager is to be offered and how it is settled and when patrons can split pairs, double down or surrender their hand.

Section 591.12 (relating to payout odds) addresses the payout odds for permissible wagers and § 591.13 (relating to irregularities) specifies how irregularities in the play of the game are to be handled.

#### *Affected Parties*

This temporary rulemaking will allow certificate holders additional options on how to conduct table games at their licensed facilities.

#### *Fiscal Impact*

*Commonwealth.* The Board does not expect that this temporary rulemaking will have fiscal impact on the Board or other Commonwealth agencies. Internal control procedures submitted by certificate holders related to table games Rules Submissions will be reviewed by existing Board staff.

*Political subdivisions.* This temporary rulemaking will not have direct fiscal impact on political subdivisions of this Commonwealth. Host municipalities and counties

benefit from the local share funding that is mandated by the act of January 7, 2010 (P. L. 1, No. 1) (Act 1).

*Private sector.* This temporary rulemaking will give certificate holders some additional flexibility as to how they conduct table games. It is anticipated that this temporary rulemaking will have an impact only on certificate holders, which are not small businesses.

*General public.* This temporary rulemaking will not have direct fiscal impact on the general public.

*Paperwork Requirements*

If a certificate holder elects to offer new games for play at the licensed facility, the certificate holder will be required to submit an updated Rules Submission form and gaming guide reflecting the changes.

*Effective Date*

This temporary rulemaking will become effective upon publication in the *Pennsylvania Bulletin*.

*Public Comments*

While this temporary rulemaking will be effective upon publication, the Board is seeking comments from the public and affected parties as to how these temporary regulations might be improved. Interested persons are invited to submit written comments, suggestions or objections regarding this temporary rulemaking within 30 days after the date of publication in the *Pennsylvania Bulletin* to Susan A. Yocum, Assistant Chief Counsel, Pennsylvania Gaming Control Board, P. O. Box 69060, Harrisburg, PA 17106-9060, Attention: Public Comment on Regulation #125-181.

*Contact Person*

The contact person for questions about this temporary rulemaking is Susan Yocum, Assistant Chief Counsel, (717) 346-8300.

*Regulatory Review*

Under 4 Pa.C.S. § 13A03(b), the Board's authority to adopt temporary regulations governing the rules of new table games does not expire. Additionally, temporary regulations adopted by the Board are not subject to sections 201—205 of the act of July 31, 1968 (P. L. 769, No. 240) (45 P. S. §§ 1201—1205), known as the Commonwealth Documents Law (CDL), the Regulatory Review Act (71 P. S. §§ 745.1—745.12) and sections 204(b) and 301(10) of the Commonwealth Attorneys Act (71 P. S. §§ 732-204(b) and 732-301(10)). These temporary regulations expire 2 years after publication in the *Pennsylvania Bulletin*.

*Findings*

The Board finds that:

(1) Under 4 Pa.C.S. § 13A03(b), the temporary regulations are exempt from the requirements of the Regulatory Review Act, sections 201—205 of the CDL and sections 204(b) and 301(10) of the Commonwealth Attorneys Act.

(2) The adoption of the temporary regulations is necessary and appropriate for the administration and enforcement of 4 Pa.C.S. Part II (relating to gaming).

*Order*

The Board, acting under 4 Pa.C.S. Part II, orders that:

(1) The regulations of the Board, 58 Pa. Code, are amended by deleting §§ 581.1—581.14 and adding §§ 591.1—591.13 to read as set forth in Annex A.

(2) The temporary regulation is effective March 1, 2014.

(3) The temporary regulation will be posted on the Board's web site and published in the *Pennsylvania Bulletin*.

(4) The temporary regulations are subject to amendment as deemed necessary by the Board.

(5) The Chairperson of the Board shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

WILLIAM H. RYAN, Jr.,  
Chairperson

**Fiscal Note:** 125-181. No fiscal impact; (8) recommends adoption.

**Annex A**

**TITLE 58. RECREATION**

**PART VII. GAMING CONTROL BOARD**

**Subpart K. TABLE GAMES**

**CHAPTER 581. (Reserved)**

**§§ 581.1—581.14. (Reserved).**

**CHAPTER 591. DOUBLE BACK JACK**

Sec.	Definitions.
591.1.	Double Back Jack table; card reader device; physical characteristics; inspections.
591.2.	Cards; number of decks; value of cards.
591.3.	Opening of the table for gaming.
591.4.	Shuffle and cut of the cards.
591.5.	Wagers.
591.6.	Procedure for dealing the cards; completion of each round of play.
591.7.	Insurance Wager.
591.8.	Surrender.
591.9.	Double down.
591.10.	Splitting pairs.
591.11.	Payout odds.
591.12.	Irregularities.
591.13.	

**§ 591.1. Definitions.**

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

*Blackjack*—An ace and any card having a value of 10 dealt as the initial two cards to a player or the dealer.

*Bust*—The total point count of a hand that is greater than 21.

*Card reader device*—A device which permits the dealer to determine if the hole card will give the dealer a Blackjack.

*Hard total*—The total point count of a hand which contains no aces or which contains aces that are each counted as 1 in value.

*Hole card*—The second card dealt face down to the dealer.

*Soft total*—The total point count of a hand containing an ace when the ace is counted as 11 in value.

**§ 591.2. Double Back Jack table; card reader device; physical characteristics; inspections.**

(a) Double Back Jack shall be played at a table having betting positions for no more than six players on one side of the table and a place for the dealer on the opposite side of the table.

(b) The layout for a Double Back Jack table shall be submitted to the Bureau of Gaming Operations and approved in accordance with § 601a.10(a) (relating to approval of table game layouts, signage and equipment) and contain, at a minimum:



- (1) The name or logo of the certificate holder.
- (2) A separate betting area designated for the placement of the Blackjack Wager for each player.
- (3) A separate betting area designated for the placement of the Second Chance Wager for each player.
- (4) The following inscriptions or other similar language approved by the Executive Director in accordance with § 601a.10(a):
  - (i) Blackjack and Insurance pays 2 to 1.
  - (ii) Dealer shall draw to 16 and stand on all 17s.
  - (iii) Blackjack Wagers will push if the dealer's hand has a total point count of 22, player 21 pays right away, Second Chance pays even money.

(5) Inscriptions that advise patrons of the payout odds or amounts for all permissible wagers offered by the certificate holder. If the payout odds or amounts are not inscribed on the layout, a sign identifying the payout odds or amounts for all permissible wagers shall be posted at each Double Back Jack table.

(c) Each Double Back Jack table must have a drop box and a tip box attached on the same side of the table as, but on opposite sides of, the dealer, as approved by the Bureau of Casino Compliance in accordance with § 601a.10(g). The Bureau of Casino Compliance may approve an alternative location for the tip box when a card shuffling device or other table game equipment prevents the placement of the drop box and tip box on the same side of the gaming table as, but on opposite sides of, the dealer.

(d) Each Double Back Jack table must have a card reader device attached to the top of the dealer's side of the table. The floorperson assigned to the Double Back Jack table shall inspect the card reader device at the beginning of each gaming day to ensure that there has been no tampering with the device and that it is in proper working order.

(e) Each Double Back Jack table must have a discard rack securely attached to the top of the dealer's side of the table. The height of each discard rack must either:

(1) Equal the height of the cards, stacked one on top of the other, in the total number of decks that are to be used in the dealing shoe at that table.

(2) Be taller than the height of the total number of decks being used if the discard rack has a distinct and clearly visible mark on its side to show the exact height for a stack of cards equal to the total number of cards in the number of decks to be used in the dealing shoe at that table.

#### § 591.3. Cards; number of decks; value of cards.

(a) Except as provided in subsections (b) and (c), Double Back Jack shall be played with at least one deck of cards that are identical in appearance and at least one cover card.

(b) If an automated card shuffling device is utilized, other than a continuous shuffler, Double Back Jack shall be played with at least two decks of cards in accordance with the following requirements:

(1) The cards shall be separated into two batches with an equal number of decks included in each batch.

(2) The cards in each batch must be of the same design but the backs of the cards in one batch must be of a different color than the cards in the other batch.

(3) One batch of cards shall be shuffled and stored in the automated card shuffling device while the other batch is being used to play the game.

(4) Both batches of cards shall be continuously alternated in and out of play, with each batch being used for every other dealing shoe.

(5) The cards from only one batch shall be placed in the discard rack at any given time.

(c) The decks of cards opened for use at a Double Back Jack table shall be changed at least once every 24 hours.

(d) The value of the cards shall be as follows:

(1) Any card from 2 to 10 shall have its face value.

(2) Any jack, queen or king shall have a value of 10.

(3) An ace shall have a value of 11 unless that value would give a player or the dealer a score in excess of 21, in which case the ace shall have a value of 1.

#### § 591.4. Opening of the table for gaming.

(a) After receiving one or more decks of cards at the table, the dealer shall inspect the cards for any defects. The floorperson assigned to the table shall verify the inspection.

(b) After the cards are inspected, the cards shall be spread out face up on the table for visual inspection by the first player to arrive at the table. The cards shall be spread in horizontal fan shaped columns by deck according to suit and in sequence.

(c) After the first player arriving at the table has been afforded an opportunity to visually inspect the cards, the cards shall be turned face down on the table, mixed thoroughly by a washing of the cards and stacked. Once the cards have been stacked, the cards shall be shuffled in accordance with § 591.5 (relating to shuffle and cut of the cards).

(d) If an automated shuffling device is utilized, other than a continuous shuffler, all the decks in one batch of cards shall be spread for inspection, mixed, stacked and shuffled in accordance with subsections (a)—(c) separate from the decks in the other batch of cards.

(e) If the decks of cards received at the table are preinspected and reshuffled in accordance with § 603a.16(u) or (v) (relating to cards; receipt, storage, inspection and removal from use), subsections (a)—(d) do not apply.

#### § 591.5. Shuffle and cut of the cards.

(a) Immediately prior to commencement of play, unless the cards were reshuffled in accordance with § 603a.16(u) or (v) (relating to cards; receipt, storage, inspection and removal from use), after each shoe of cards is dealt or when directed by a floorperson or above, the dealer shall shuffle the cards, either manually or by use of an automated card shuffling device, so that the cards are randomly intermixed. Upon completion of the shuffle, the dealer or device shall place the decks of cards in a single stack. The certificate holder may use an automated card shuffling device which, upon completion of the shuffling of the cards, inserts the stack of cards directly into a dealing shoe.

(b) After the cards have been shuffled and stacked, the dealer shall offer the stack of cards to be cut, with the backs facing away from the dealer, to the player determined under subsection (c). If no player accepts the cut, the dealer shall cut the cards.

(c) The cut of the cards shall be offered to players in the following order:

(1) The first player arriving at the table, if the game is just beginning.

(2) The player on whose betting area the cover card appeared during the last round of play.

(3) If the cover card appeared on the dealer's hand during the last round of play, the player at the farthest position to the right of the dealer. If this player refuses, the offer to cut the cards shall rotate to each player in a counterclockwise manner.

(4) If the reshuffle was initiated at the direction of the floorperson or above, the player at the farthest position to the right of the dealer. If this player refuses, the offer to cut the cards shall rotate to each player in a counterclockwise manner.

(d) The player or dealer making the cut shall place the cover card in the stack at least ten cards from the top or bottom of the stack. Once the cover card has been inserted, the dealer shall take all cards on top of the cover card and place them on the bottom of the stack. The dealer shall then insert the cover card in the stack at a position at least 1/4 of the way in from the bottom of the stack. The stack of cards shall then be inserted into the dealing shoe for commencement of play.

(e) After the cards have been cut and before the cards have been placed in the dealing shoe, a floorperson or above may require the cards to be recut if the floorperson determines that the cut was performed improperly or in any way that might affect the integrity or fairness of the game. If a recut is required, the cards shall be recut either by the player who last cut the cards or by the next person entitled to cut the cards, as determined under subsection (c). The stack of cards shall then be inserted into the dealing shoe for commencement of play.

(f) A reshuffle of the cards in the shoe shall take place after the cover card is reached in the shoe, as provided in § 591.7(d) (relating to procedure for dealing the cards; completion of each round of play), except that a floorperson may determine that the cards should be reshuffled after any round of play.

(g) If there is no gaming activity at a Double Back Jack table which is open for gaming, the cards shall be removed from the dealing shoe and the discard rack and spread out on the table face down unless a player requests that the cards be spread face up on the table. After the first player arriving at the table is afforded an opportunity to visually inspect the cards shall be:

(1) Mixed thoroughly by a washing of the cards, stacked, then shuffled and cut in accordance with this section, if there is no automated shuffling device in use.

(2) Stacked and placed into the automated shuffling device to be shuffled, if an automated shuffling device is in use. The batch of cards already in the shuffler shall then be removed. Unless a player requests otherwise, the batch of cards removed from the shuffler does not need to be spread for inspection and reshuffled prior to being dealt if the automated card shuffling device stores a single batch of shuffled cards inside the shuffler in a secure manner.

(h) A certificate holder may utilize a dealing shoe or other device that automatically reshuffles and counts the cards provided that the device is submitted to the Bureau of Gaming Laboratory Operations and approved in accordance with § 461a.4 (relating to submission for testing

and approval) prior to its use in the licensed facility. If a certificate holder is utilizing the approved device, subsections (b)—(g) do not apply.

**§ 591.6. Wagers.**

(a) Wagers at Double Back Jack shall be made by placing value chips, plaques or other Board-approved table game wagering instruments on the appropriate areas of the Double Back Jack layout.

(b) After the cards have been shuffled as required under § 591.5 (relating to shuffle and cut of the cards), a certificate holder may prohibit any patron, whether seated at the gaming table or not, who does not make a wager on a given round of play from placing a wager on the next round of play and any subsequent round of play at that gaming table until either:

(1) The certificate holder chooses to permit the player to begin wagering again.

(2) A reshuffle of the cards has occurred.

(c) All wagers, except a Second Chance Wager under § 591.7(l) (relating to procedure for dealing the cards; completion of each round of play), an Insurance Wager under § 591.8 (relating to Insurance Wager), a wager to double down under § 591.10 (relating to double down) or a wager on split pairs under § 591.11 (relating to splitting pairs), shall be placed prior to the first card being dealt for each round of play. A player may not handle, remove or alter any wagers that have been made until a decision has been rendered and implemented with respect to that wager.

(d) To participate in a round of play and compete against the dealer's hand, a player shall place a Blackjack Wager.

(e) The certificate holder shall specify in its Rules Submission under § 601a.2 (relating to table games Rules Submissions) the number of adjacent boxes on which a player may place a Blackjack Wager in one round of play.

**§ 591.7. Procedure for dealing the cards; completion of each round of play.**

(a) All cards shall be dealt from a dealing shoe which must be located on the table in a location approved by the Bureau of Casino Compliance in accordance with § 601a.10(g) (relating to approval of table game layouts, signage and equipment). Once the procedures under § 591.5 (relating to shuffle and cut of the cards) have been completed, the stacked cards shall be placed in the dealing shoe by the dealer or by an automated card shuffling device.

(b) Each card shall be removed from the dealing shoe with the hand of the dealer that is closest to the dealing shoe and placed on the appropriate area of the layout with the opposite hand. The dealer may deal cards to the two betting positions closest to the dealing shoe with the same hand.

(c) After each full batch of cards is placed in the shoe, the dealer shall remove the first card and place it in the discard rack. Each new dealer who comes to the table shall also remove one card and place it in the discard rack before dealing any cards to the players.

(d) If the cover card appears as the first card in the dealing shoe at the beginning of a round of play or appears during play, the cover card shall be removed and placed to the side and the hand will be completed. The dealer shall then:



(1) Collect and reshuffle the cards by removing the cards remaining in the shoe and placing them in the discard rack to ensure that no cards are missing.

(2) Shuffle the cards so that they are randomly inter-mixed.

(e) After all Blackjack Wagers have been placed, the dealer shall, starting with the player farthest to the dealer's left and continuing around the table in a clockwise manner, deal the cards as follows:

(1) One card face up to each box on the layout in which a Blackjack Wager is contained.

(2) One card face up to the dealer.

(3) A second card face up to each box in which a wager is contained.

(4) A second card face down to the dealer.

(f) Immediately after the second card is dealt to each player and the dealer, but prior to any additional cards being dealt or before any card reader device is utilized, if any player has a Blackjack, the dealer shall settle the player's Blackjack Wager. Starting with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction, the dealer shall pay the winning Blackjack Wager in accordance with § 591.12(a) (relating to payout odds) and place the player's cards in the discard rack.

(g) After paying out any winning Blackjack Wagers in accordance with subsection (f), if the dealer's first card is an ace, the dealer shall offer the Insurance Wager in accordance with § 591.8 (relating to Insurance Wager).

(h) If the dealer's first card is an ace, king, queen, jack or ten, after all Insurance Wagers have been placed, if applicable, the dealer shall determine whether the hole card will give the dealer a Blackjack. The dealer shall insert the hole card into the card reader device by moving the card face down on the layout without exposing it to anyone at the table, including the dealer. If the dealer has a Blackjack, additional cards may not be dealt and each player's Blackjack Wager will be collected.

(i) If the dealer's up card was not an ace or 10 value card or if the dealer's hole card did not give the dealer Blackjack, the dealer shall start with the player farthest to the dealer's left and continue around the table in a clockwise direction and each player shall indicate whether he wishes to surrender, as permitted under § 591.9 (relating to surrender), double down as permitted under § 591.10 (relating to double down), split pairs as permitted under § 591.11 (relating to splitting pairs), stand or draw additional cards.

(j) As each player indicates his decision, the dealer shall deal face upwards whatever additional cards are necessary to effectuate the player's decision.

(k) A player may elect to draw additional cards whenever his point count total is less than 21, except that:

(1) A player having a hard or soft total of 21 may not draw additional cards.

(2) A player electing to double down may draw only one additional card.

(l) After drawing additional cards in accordance with subsection (k), if the player's hand is greater than 21, the dealer shall ask if the player would like to place a Second Chance Wager to draw one additional card, the value of which will be subtracted from the player's hand. To draw an additional card, the player shall place a Second Chance Wager equal to the amount of the player's current

Blackjack Wager. The dealer shall deal one additional card face up and place it sideways on the layout. The value of the second chance card shall be subtracted from the total value of the player's hand. For example, if a player elects to place a Second Chance Wager when the player's hand has a total value of 25 after all additional cards are dealt in accordance with subsection (k), and the player receives a second chance card with a value of 5, the 5 shall be subtracted from the player's hand making the total value of the player's hand a 20. For purposes of the Second Chance Wager, an additional ace drawn is counted as a 1. After drawing the additional second chance card, if the player's hand has a total value:

(1) Greater than 21, the dealer shall collect the player's Blackjack and Second Chance Wagers and place the player's cards in the discard rack.

(2) Of 21, the dealer shall pay the player's winning Second Chance Wager in accordance with § 591.12(b), return the player's Blackjack Wager and place the player's cards in the discard rack.

(3) Less than 21, the round of play shall continue in accordance with subsection (n).

(m) If a player did not place a Second Chance Wager, after all additional cards have been dealt, if any player's hand has a total value of 21, the dealer shall pay the player's winning Blackjack Wager in accordance with § 591.12(a) and place the player's cards in the discard rack.

(n) After settling any player's hand who had a total value of 21, the dealer shall turn the dealer's hole card face up.

(o) Except as provided in subsection (p), the dealer shall draw additional cards until he has a hard or soft total of 17, 18, 19, 20 or 21. Any additional cards required to be dealt to the hand of the dealer shall be dealt face up. The dealer shall announce the dealer's total point count after each additional card is dealt.

(p) A dealer shall draw no additional cards to his hand, regardless of the point count, if decisions have been made on all players' hands and the point count of the dealer's hand will not have an effect on the outcome of the round of play.

(q) After all additional cards have been dealt to the dealer, if the total point count of the dealer's hand:

(1) Is 22, the dealer shall return all remaining player's Blackjack Wagers and Second Chance Wagers, if applicable.

(2) Is 21 or less, the dealer shall, starting with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction, settle the remaining player's hands in accordance with subsections (r) and (s).

(r) In comparing the total point count of the dealer's hand versus the total point count of the player's hand, a player's hand shall:

(1) Win if:

(i) The total point count of the player's hand is less than 21 and the total point count of the dealer's hand is in excess of 21.

(ii) The total point count of the player's hand exceeds the total point count of the dealer's hand without exceeding 21.

(2) Tie if the total point count of the player's hand is the same as the total point count of the dealer's hand.

(3) Lose if:

(i) The total point count of the dealer's hand is 21 or less and the total point count of the player's hand is in excess of 21.

(ii) The total point count of the dealer's hand exceeds the total point count of the player's hand without exceeding 21.

(s) If a player's hand:

(1) Is a winning hand, in accordance with subsection (r), and the player:

(i) Placed a Second Chance Wager, the dealer shall return the player's Blackjack Wager and pay out the winning Second Chance Wager in accordance with § 591.12(b).

(ii) Did not place a Second Chance Wager, the dealer shall pay out the winning Blackjack Wager in accordance with § 591.12(a).

(2) Ties with the dealer's hand, the dealer shall return the player's Blackjack Wager and Second Chance Wager, if applicable.

(3) Loses against the dealer's hand, the dealer shall collect the player's Blackjack Wager and Second Chance Wager, if applicable.

(t) The dealer shall collect all losing wagers and pay off all winning wagers in accordance with one of the following procedures designated in the certificate holder's Rules Submission under § 601a.2 (relating to table games Rules Submissions):

(1) Collect all losing wagers beginning with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction and then pay off all winning wagers.

(2) Collect each player's losing wagers and pay off each player's winning wagers beginning with the player farthest to the dealer's right and continuing around the table in a counterclockwise direction. The dealer shall place any losing wagers directly into the table inventory and may not pay off any player's winning wagers by using value chips collected from a losing wager.

(u) After all wagers have been settled, the dealer shall remove any remaining cards from the table and place them in the discard rack in a manner that permits the reconstruction of each hand in the event of a question or dispute.

(v) Players and spectators may not handle, remove or alter any cards used to play Double Back Jack.

**§ 591.8. Insurance Wager.**

(a) If the first card dealt to the dealer is an ace, each player may make an Insurance Wager which shall win if the dealer's hole card is a king, queen, jack or 10.

(b) An Insurance Wager may be made by placing a value chip on the insurance line of the layout in an amount not more than 1/2 of the player's initial Blackjack Wager. A player may wager an amount in excess of 1/2 of the initial Blackjack Wager to the next unit that can be wagered in chips, when, because of the limitation of the value of chip denominations, half the initial Blackjack Wager cannot be bet. Insurance Wagers shall be placed prior to the dealer inserting his hole card into the card reader device.

(c) Winning Insurance Wagers shall be paid in accordance with the payout odds in § 591.12(c) (relating to payout odds).

(d) Losing Insurance Wagers shall be collected by the dealer immediately after the dealer inserts his hole card into the card reader device and determines that he does not have a Blackjack and before he draws any additional cards.

**§ 591.9. Surrender.**

(a) After the first two cards are dealt to the player, the player may elect to discontinue play on his hand for that round by surrendering 1/2 of his wager. All decisions to surrender shall be made prior to the player indicating whether he wishes to double down as permitted under § 591.10 (relating to double down), split pairs as permitted under § 591.11 (relating to splitting pairs), stand or draw. If the first card dealt to the dealer:

(1) Is not an ace or 10 value card, the dealer shall immediately collect 1/2 of the wager and return 1/2 to the player.

(2) Is an ace or 10 value card, the dealer will place the player's wager on top of the player's cards. After the Insurance Wager is offered and the card reader device is utilized, the hand will be settled by immediately collecting the entire wager if the dealer has Blackjack or collecting 1/2 of the wager and returning 1/2 of the wager to the player if the dealer does not have Blackjack.

(b) If the player has made an Insurance Wager and then elects to surrender, each wager will be settled separately in accordance with subsection (a) and § 591.8 (relating to Insurance Wager).

**§ 591.10. Double down.**

(a) Except when a player has a Blackjack, a player may elect to double down on the first two cards dealt to him or the first two cards of any split pair. To double down, the player shall place an additional wager next to the player's original Blackjack Wager which may not exceed the amount of the player's original Blackjack Wager. Only one additional card shall be dealt to the hand on which the player has elected to double down.

(b) Upon a player's election to double down, the dealer shall deal the one additional card face up and place it sideways on the layout.

(c) A player may double down after splitting pairs as provided in § 591.11 (relating to splitting pairs).

**§ 591.11. Splitting pairs.**

(a) If the initial two cards dealt to a player are identical in value, the player may elect to split the hand into a maximum of two separate hands provided that he makes a wager on the second hand formed in an amount equal to his original Blackjack Wager. For example, if a player has two 7s or a king and a 10, the player may elect to split the hand.

(b) When a player splits pairs, the dealer shall deal a card to and complete the player's decisions with respect to the first incomplete hand on the dealer's left before proceeding to deal any cards to the second hand. If a player's hand contains an ace and a 10 value card after the player's hand is split and an additional card is dealt, the player shall be paid out for a 21 not a Blackjack.

(c) After a second card is dealt to each split pair hand, the player shall indicate his decision to stand, draw or double down with respect that hand.

**§ 591.12. Payout odds.**

(a) The certificate holder shall pay each winning Blackjack Wager at odds of 1 to 1 with the exception of a player Blackjack which shall be paid at odds of 2 to 1.

(b) The certificate holder shall pay out winning Second Chance Wagers at odds of 1 to 1.

(c) The certificate holder shall pay out winning Insurance Wagers at odds of 2 to 1.

**§ 591.13. Irregularities.**

(a) A card found face up in the shoe may not be used in that round of play and shall be placed in the discard rack or in a segregated area of the double shoe.

(b) A card drawn in error without its face being exposed shall be used as though it were the next card from the shoe.

(c) After the initial two cards have been dealt to each player and a card is drawn in error and exposed to the players, the card shall be dealt to the players or dealer as though it were the next card from the shoe. Any player refusing to accept the card may not have any additional cards dealt to him during the round. If the card is refused by the players and the dealer cannot use the card, the card shall be placed in the discard rack.

(d) If the dealer has 17 and accidentally draws a card for himself, the card shall be placed in the discard rack.

(e) If the dealer misses dealing his first or second card to himself, the dealer shall continue dealing the first two cards to each player and then deal the appropriate number of cards to himself.

(f) If there are insufficient cards remaining in the shoe to complete a round of play, all of the cards in the discard rack shall be shuffled and cut according to the procedures in § 591.5 (relating to shuffle and cut of the cards). The first card shall be drawn face down and placed in the discard rack and the dealer shall complete the round of play.

(g) If no cards are dealt to a player's hand, the hand is dead and the player shall be included in the next deal. If only one card is dealt to a player's hand, at the player's option, the dealer shall deal the second card to the player after all other players have received a second card.

(h) If after receiving the first two cards, the dealer fails to deal an additional card to a player who has requested a card, then, at the player's option, the dealer shall either deal the additional card after all other players have received their additional cards but prior to the dealer revealing his hole card or call the player's hand dead and return the player's original Blackjack Wager.

(i) If the dealer inserts his hole card into a card reader device when the value of his first card is not an ace, king, queen, jack or 10, the dealer, after notification to a floorman or above, shall continue play.

(j) If a card reader device malfunctions, the dealer may not continue dealing the game of Blackjack at that table until the card reader device is repaired or replaced.

(k) If an automated card shuffling device is being used and the device jams, stops shuffling during a shuffle or fails to complete a shuffle cycle, the cards shall be reshuffled.

(l) If an automated shuffling device malfunctions and cannot be used, the device must be covered or have a sign indicating that it is out of order placed on the device before any other method of shuffling may be utilized at that table.

[Pa.B. Doc. No. 14-437. Filed for public inspection February 28, 2014, 9:00 a.m.]

# STATEMENTS OF POLICY

## Title 4—ADMINISTRATION

### PART II. EXECUTIVE BOARD

#### [ 4 PA. CODE CH. 9 ]

#### Reorganization of the Department of Labor and Industry

The Executive Board approved a reorganization of the Department of Labor and Industry effective February 11, 2014.

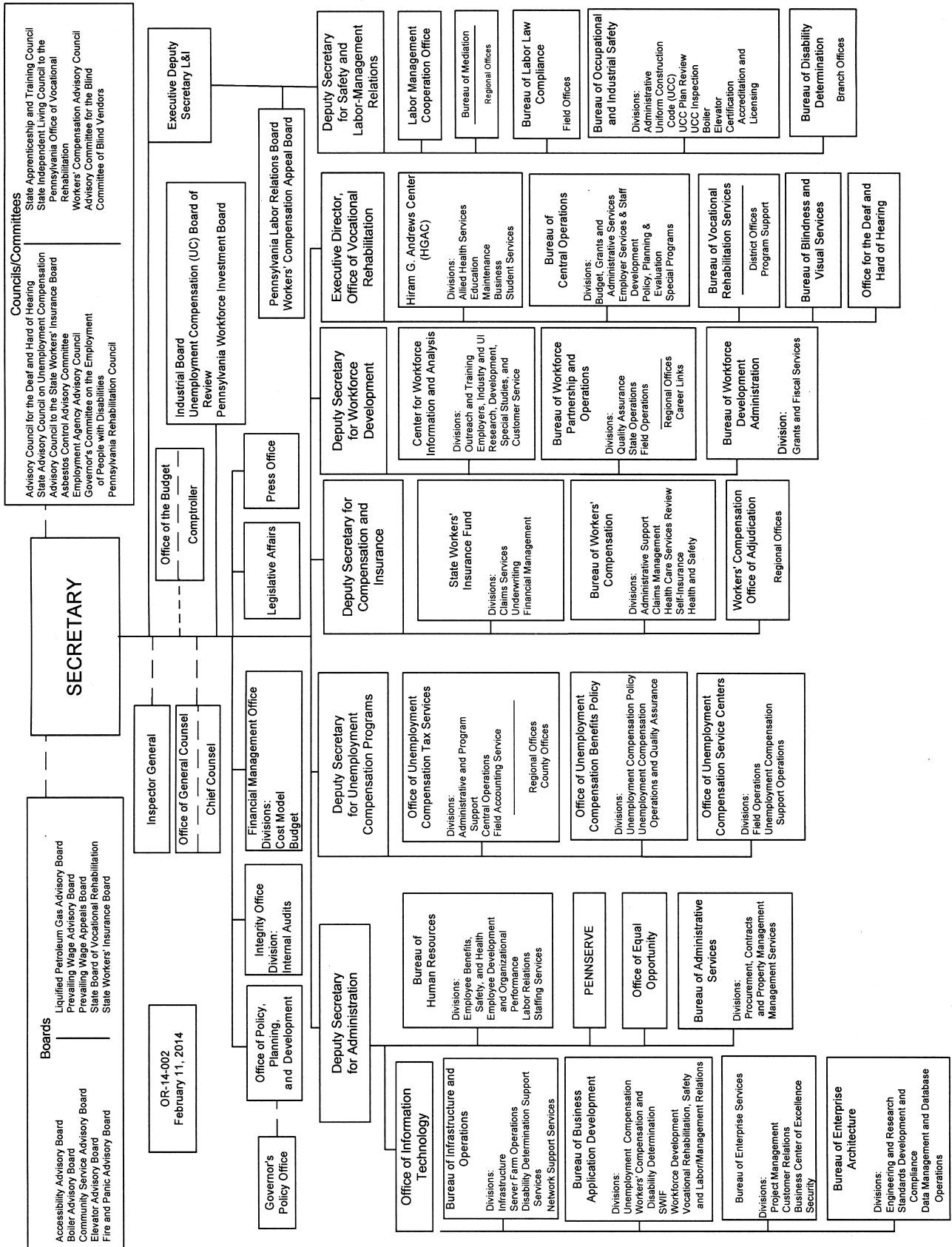
The organization chart at 44 Pa.B. 1242 (March 1, 2014) is published at the request of the Joint Committee on Documents under 1 Pa. Code § 3.1(a)(9) (relating to contents of *Code*).

*(Editor's Note: The Joint Committee on Documents has found organization charts to be general and permanent in nature. This document meets the criteria of 45 Pa.C.S. § 702(7) (relating to contents of Pennsylvania Code) as a document general and permanent in nature which shall be codified in the Pennsylvania Code.)*

[Pa.B. Doc. No. 14-438. Filed for public inspection February 28, 2014, 9:00 a.m.]

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DEPARTMENT OF LABOR AND INDUSTRY





# NOTICES

## DEPARTMENT OF BANKING AND SECURITIES

### Actions on Applications

The Department of Banking and Securities (Department), under the authority contained in the act of November 30, 1965 (P. L. 847, No. 356), known as the Banking Code of 1965; the act of December 14, 1967 (P. L. 746, No. 345), known as the Savings Association Code of 1967; the act of May 15, 1933 (P. L. 565, No. 111), known as the Department of Banking and Securities Code; and the act of December 19, 1990 (P. L. 834, No. 198), known as the Credit Union Code, has taken the following action on applications received for the week ending February 11, 2014.

Under section 503.E of the Department of Banking and Securities Code (71 P. S. § 733-503.E), any person wishing to comment on the following applications, with the exception of branch applications, may file their comments in writing with the Department of Banking and Securities, Corporate Applications Division, 17 North Second Street, Suite 1300, Harrisburg, PA 17101-2290. Comments must be received no later than 30 days from the date notice regarding receipt of the application is published in the *Pennsylvania Bulletin*. The nonconfidential portions of the applications are on file at the Department and are available for public inspection, by appointment only, during regular business hours. To schedule an appointment, contact the Corporate Applications Division at (717) 783-2253. Photocopies of the nonconfidential portions of the applications may be requested consistent with the Department's Right-to-Know Law Records Request policy.

### BANKING INSTITUTIONS

#### Holding Company Acquisitions

<i>Date</i>	<i>Name and Location of Applicant</i>	<i>Action</i>
2-4-2014	Provident Financial Services, Inc. Jersey City Hudson County, NJ Application for approval to acquire 100% of Team Capital Bank, Bethlehem.	Filed

#### Branch Applications

#### De Novo Branches

<i>Date</i>	<i>Name and Location of Applicant</i>	<i>Location of Branch</i>	<i>Action</i>
2-3-2014	Firsttrust Savings Bank Conshohocken Montgomery County	1 Walnut Grove Drive Horsham Montgomery County	Opened

### SAVINGS INSTITUTIONS

No activity.

### CREDIT UNIONS

No activity.

The Department's web site at [www.dobs.state.pa.us](http://www.dobs.state.pa.us) includes public notices for more recently filed applications.

GLENN E. MOYER,  
*Secretary*

[Pa.B. Doc. No. 14-439. Filed for public inspection February 28, 2014, 9:00 a.m.]

### Actions on Applications

The Department of Banking and Securities (Department), under the authority contained in the act of November 30, 1965 (P. L. 847, No. 356), known as the Banking Code of 1965; the act of December 14, 1967 (P. L. 746, No. 345), known as the Savings Association Code of 1967; the act of May 15, 1933 (P. L. 565, No. 111), known as the Department of Banking and Securities Code; and the act of December 19, 1990 (P. L. 834, No. 198), known as the Credit Union Code, has taken the following action on applications received for the week ending February 18, 2014.

Under section 503.E of the Department of Banking and Securities Code (71 P. S. § 733-503.E), any person wishing to comment on the following applications, with the exception of branch applications, may file their comments in writing with the Department of Banking and Securities, Corporate Applications Division, 17 North Second Street, Suite 1300, Harrisburg, PA 17101-2290. Comments must be received no later than 30 days from the date notice regarding receipt of the application is published in the *Pennsylvania Bulletin*. The nonconfidential portions of the applications are on file at the Department and are available for public inspection, by appointment only, during regular business hours. To schedule an appointment, contact the Corporate Applications Division at (717) 783-2253. Photocopies of the nonconfidential portions of the applications may be requested consistent with the Department's Right-to-Know Law Records Request policy.

**BANKING INSTITUTIONS****Branch Applications****De Novo Branches**

<i>Date</i>	<i>Name and Location of Applicant</i>	<i>Location of Branch</i>	<i>Action</i>
2-14-2014	Union Community Bank Mount Joy Lancaster County	600 Richmond Drive Lancaster Lancaster County	Filed
2-25-2009	Royal Bank America Narberth Montgomery County	231 St. Asaph's Road Bala Cynwyd Montgomery County (Limited Service Facility)	Opened

**Branch Discontinuances**

<i>Date</i>	<i>Name and Location of Applicant</i>	<i>Location of Branch</i>	<i>Action</i>
2-5-2014	Standard Bank Murrysville Westmoreland County	2100 Summit Ridge Plaza Mt. Pleasant Westmoreland County	Closed

**Articles of Amendment**

<i>Date</i>	<i>Name and Location of Institution</i>	<i>Action</i>
2-18-2014	Beneficial Mutual Savings Bank Philadelphia Philadelphia County  Amendment to Article I of the institution's Articles of Incorporation to be amended and restated in their entirety, provides for a change in their principal place of business from 510 Walnut Street, Philadelphia, Philadelphia County to 1818 Market Street, Philadelphia, Philadelphia County.	Effective

**SAVINGS INSTITUTIONS**

No activity.

**CREDIT UNIONS**

No activity.

The Department's web site at [www.dobs.state.pa.us](http://www.dobs.state.pa.us) includes public notices for more recently filed applications.

GLENN E. MOYER,  
*Secretary*

[Pa.B. Doc. No. 14-440. Filed for public inspection February 28, 2014, 9:00 a.m.]

**DEPARTMENT OF ENVIRONMENTAL PROTECTION****Applications, Actions and Special Notices****APPLICATIONS**

**THE CLEAN STREAMS LAW AND THE FEDERAL CLEAN WATER ACT  
APPLICATIONS FOR NATIONAL POLLUTION DISCHARGE ELIMINATION  
SYSTEM (NPDES) PERMITS AND WATER QUALITY MANAGEMENT (WQM)  
PERMITS**

This notice provides information about persons who have applied for a new, amended or renewed NPDES or WQM permit, a permit waiver for certain stormwater discharges or submitted a Notice of Intent (NOI) for coverage under a General Permit. The applications concern, but are not limited to, discharges regarding industrial, animal or sewage waste, discharges to groundwater, discharges associated with municipal separate storm sewer systems (MS4), stormwater associated with construction activities or concentrated animal feeding operations (CAFO). This notice is provided in accordance with 25 Pa. Code Chapters 91 and 92a and 40 CFR Part 122, implementing The Clean Streams Law (35 P. S. §§ 691.1—691.1001) and the Federal Clean Water Act (33 U.S.C.A. §§ 1251—1376).

<i>Location</i>	<i>Permit Authority</i>	<i>Application Type or Category</i>
Section I	NPDES	Renewals
Section II	NPDES	New or Amendment
Section III	WQM	Industrial, Sewage or Animal Waste; Discharge into Groundwater

<i>Location</i>	<i>Permit Authority</i>	<i>Application Type or Category</i>
Section IV	NPDES	MS4 Individual Permit
Section V	NPDES	MS4 Permit Waiver
Section VI	NPDES	Individual Permit Stormwater Construction
Section VII	NPDES	NOI for Coverage under NPDES General Permits

For NPDES renewal applications in Section I, the Department of Environmental Protection (Department) has made a tentative determination to reissue these permits for 5 years subject to effluent limitations and monitoring and reporting requirements in their current permits, with appropriate and necessary updated requirements to reflect new and changed regulations and other requirements.

For applications for new NPDES permits and renewal applications with major changes in Section II, as well as applications for MS4 Individual Permits and Individual Stormwater Construction Permits in Sections IV and VI, the Department, based upon preliminary reviews, has made tentative determinations of proposed effluent limitations and other terms and conditions for the permit applications. In accordance with 25 Pa. Code § 92a.32(d), the proposed discharge of stormwater associated with construction activities will be managed in accordance with the requirements of 25 Pa. Code Chapter 102. These determinations are published as proposed actions for comments prior to taking final actions.

Unless indicated otherwise, the United States Environmental Protection Agency (EPA) Region III Administrator has waived the right to review or object to proposed NPDES permit actions under the waiver provision in 40 CFR 123.24(d).

Persons wishing to comment on NPDES applications are invited to submit statements to the contact office noted before the application within 30 days from the date of this public notice. Persons wishing to comment on WQM permit applications are invited to submit statements to the office noted before the application within 15 days from the date of this public notice. Comments received within the respective comment periods will be considered in the final determinations regarding the applications. A comment submittal should include the name, address and telephone number of the writer and a concise statement to inform the Department of the exact basis of a comment and the relevant facts upon which it is based.

The Department will also accept requests for public hearings on applications. A public hearing may be held if the responsible office considers the public response significant. If a hearing is scheduled, a notice of the hearing will be published in the *Pennsylvania Bulletin* and a newspaper of general circulation within the relevant geographical area. The Department will postpone its final determination until after a public hearing is held.

Persons with a disability who require an auxiliary aid, service, including TDD users, or other accommodations to seek additional information should contact the Department through the Pennsylvania AT&T Relay Service at (800) 654-5984.

### **I. NPDES Renewal Applications**

*Southeast Region: Clean Water Program Manager, 2 East Main Street, Norristown, PA 19401. Phone: 484.250.5970*

<i>NPDES No. (Type)</i>	<i>Facility Name &amp; Address</i>	<i>County &amp; Municipality</i>	<i>Stream Name (Watershed No.)</i>	<i>EPA Waived Y/N?</i>
PA0054305 (Storm Water)	Sunoco Exton Terminal 623 E Lincoln Highway Exton, PA 19341	Chester County West Whiteland Township	Unnamed Tributary to Valley Creek (3-H)	Y

*Southcentral Region: Clean Water Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone: 717-705-4707.*

<i>NPDES No. (Type)</i>	<i>Facility Name &amp; Address</i>	<i>County &amp; Municipality</i>	<i>Stream Name (Watershed #)</i>	<i>EPA Waived Y/N?</i>
PA0247537 (IW)	Four Seasons Produce, Inc.— Wabash Road Distribution Center 400 Wabush Road Ephrata, PA 17522	Lancaster County / East Cocalico Township	Cocalico Creek / 7J	Y
PA0083933 (Sew)	Georgetown Area Sewer Authority 46 Quarry Road Quarryville, PA 17566	Lancaster County Bart Township	Nickel Mines Run / 7-K	Y
PA0081345 (Sew)	Grier Foundation PO Box 308 Tyrone, PA 16686-0308	Huntingdon County Warriors Mark Township	Little Juniata River / 11-A	Y

*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

<i>NPDES No. (Type)</i>	<i>Facility Name &amp; Address</i>	<i>County &amp; Municipality</i>	<i>Stream Name (Watershed#)</i>	<i>EPA Waived Y/N?</i>
PA0240214 (Sewage)	Wen-Li Wang SRSTP 7673 East Lake Road, Erie, PA 16511	Erie County Harborcreek Township	Unnamed Tributary to the Scott Run (15-A)	Y

NPDES No. (Type)	Facility Name & Address	County & Municipality	Stream Name (Watershed#)	EPA Waived Y/N?
PA0239089 (Sewage)	Joshua S. Wendel SFTF 1201 East Eschbach Road, Saint Marys, PA 15857	Elk County Saint Marys City	Unnamed Tributary to the Trout Run (17-A)	Y
PA0239488 (Sewage)	Eldred Township WWTP 154 Wood Street, Grand Valley, PA 16420	Warren County Eldred Township	Caldwell Creek (16-E)	Y
PA0023451 (Sewage)	Mount Jewett WWTP 1 Kinzua Street, Mount Jewett, PA 16740	McKean County Mount Jewett Borough	Unnamed Tributary to the Kinzua Creek (16-B)	Y

## II. Applications for New or Expanded Facility Permits, Renewal of Major Permits and EPA Non-Waived Permit Applications

*Northeast Region: Clean Water Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915. Phone: 570-826-2511.*

**PA0060780**, IW, SIC Code 3086, 4952, **Leggett & Platt Inc.**, 515 Salem Boulevard, Berwick, PA 18603-6459. Facility Name: Leggett & Platt. This existing facility is located in Salem Township, **Luzerne County**.

Description of Existing Activity: The application is for the renewal and major amendment of an NPDES permit for an existing discharge of treated sewage to include treatment of contact cooling water (CCW), non-contact cooling water (NCCW) and boiler blowdown, plus incorporation of an existing Stormwater Outfall previously permitted under NPDES# PAR232213.

The receiving stream(s), Unnamed Tributary of Susquehanna River, is located in State Water Plan watershed 5-B and is classified for Cold Water Fishes, Cold Water Fishes and Migratory Fishes, aquatic life, water supply and recreation. The discharge is not expected to affect public water supplies.

The proposed effluent limits for Outfall 001 are based on a design flow of 0.021 MGD.

Parameters	Mass (lb/day)			Concentration (mg/l)		Instant. Maximum
	Average Monthly	Daily Maximum	Minimum	Average Monthly	Daily Maximum	
Flow (MGD)	Report	Report	XXX	XXX	XXX	XXX
pH (S.U.)	XXX	XXX	6.0	XXX	XXX	9.0
Dissolved Oxygen	XXX	XXX	Report	XXX	XXX	XXX
Total Residual Chlorine	XXX	XXX	XXX	0.93	XXX	2.17
BOD <sub>5</sub>	XXX	XXX	XXX	30.0	XXX	60.0
Total Suspended Solids	XXX	XXX	XXX	30.0	XXX	60.0
Oil and Grease	XXX	XXX	XXX	XXX	29.0	XXX
Fecal Coliform (CFU/100 ml)						
May 1 - Sep 30	XXX	XXX	XXX	200	XXX	1,000
Oct 1 - Apr 30	XXX	XXX	XXX	Geo Mean 2,000	XXX	10,000
Nitrate-Nitrite as N	XXX	XXX	XXX	Report	XXX	XXX
Total Nitrogen	XXX	XXX	XXX	Report	XXX	XXX
Ammonia-Nitrogen						
May 1 - Oct 31	XXX	XXX	XXX	15.0	XXX	30.0
Nov 1 - Apr 30	XXX	XXX	XXX	Report	XXX	Report
Total Kjeldahl Nitrogen	XXX	XXX	XXX	Report	XXX	XXX
Total Phosphorus	XXX	XXX	XXX	Report	XXX	XXX

The proposed effluent limits for Outfall 002 are based on a design flow of 0.000000 MGD (stormwater only).

Parameters	Mass (lb/day)			Concentration (mg/l)		Instant. Maximum
	Average Monthly	Daily Maximum	Minimum	Average Monthly	Daily Maximum	
pH (S.U.)	XXX	XXX	Report	XXX	XXX	Report
BOD <sub>5</sub>	XXX	XXX	XXX	XXX	Report	XXX
Total Suspended Solids	XXX	XXX	XXX	XXX	Report	XXX
Oil and Grease	XXX	XXX	XXX	XXX	Report	XXX
Total Kjeldahl Nitrogen	XXX	XXX	XXX	XXX	Report	XXX
Total Iron	XXX	XXX	XXX	XXX	Report	XXX

In addition, the permit contains the following major special conditions:

- Stormwater Prohibition (Outfall 001), Necessary property rights; proper residual management; Planning; Changes to discharge/receiving stream; standard stormwater conditions; and standard chemical additives conditions.

You may make an appointment to review the DEP files on this case by calling the File Review Coordinator at 570-826-5472.

The EPA Waiver is in effect.

*Southcentral Region: Clean Water Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone: 717-705-4707.*

**PA0087025**, Sewage, SIC Code 5812, **David M. Ott**, 2989 Tract Road, Fairfield, PA 17320-9333. Facility Name: Dave & Jane's Crab House Restaurant. This proposed facility is located in Liberty Township, **Adams County**.

Description of Proposed Activity: The application is for a new NPDES permit for a new discharge of treated Sewage.

The receiving stream(s), Unnamed Tributary to Flat Run, is located in State Water Plan watershed 13-D and is classified for Warm Water Fishes, aquatic life, water supply and recreation. The discharge is not expected to affect public water supplies.

The proposed effluent limits for Outfall 001 are based on a design flow of 0.0034 MGD.

Parameters	Mass (lb/day)			Concentration (mg/l)		
	Average Monthly	Daily Maximum	Minimum	Average Monthly	Daily Maximum	Instant. Maximum
Flow (MGD)	Report	Report	XXX	XXX	XXX	XXX
pH (S.U.)	XXX	XXX	6.0	XXX	XXX	9.0
Dissolved Oxygen	XXX	XXX	5.0	XXX	XXX	XXX
Total Residual Chlorine	XXX	XXX	XXX	0.5	XXX	1.2
Oil and Grease	XXX	XXX	XXX	15	XXX	30
CBOD <sub>5</sub>	XXX	XXX	XXX	25	XXX	50
Total Suspended Solids	XXX	XXX	XXX	30	XXX	60
Fecal Coliform (CFU/100 ml)						
May 1 - Sep 30	XXX	XXX	XXX	200	XXX	1,000
Oct 1 - Apr 30	XXX	XXX	XXX	2,000	XXX	10,000
Total Nitrogen	XXX	XXX	XXX	Geo Mean	XXX	XXX
Total Phosphorus	XXX	XXX	XXX	Report	XXX	XXX
				Annl Avg		
				Report	XXX	XXX
				Annl Avg		

You may make an appointment to review the DEP files on this case by calling the File Review Coordinator at 717-705-4732.

The EPA Waiver is in effect.

*Northwest Regional Office: Regional Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481, Telephone: 814.332.6942.*

**PA0000868**, Industrial Waste, SIC Code 3317, **John Maneely Co. d/b/a Wheatland Tube Co.**, PO Box 608, Wheatland, PA 16161-0608. Facility Name: Wheatland Tube-Council Avenue Plant. This existing facility is located in Wheatland Borough, **Mercer County**.

Description of Existing Activity: The application is for a renewal of an NPDES permit for an existing discharge of treated industrial waste, non-contact cooling water, contaminated groundwater and stormwater.

The receiving stream, the Shenango River, is located in State Water Plan watershed 20-A and is classified for warm water fishes, aquatic life, water supply and recreation. The discharge is not expected to affect public water supplies.

The proposed effluent limits for Outfall 001 are based on a design flow of 1.85 MGD.

Parameters	Mass (lb/day)			Concentration (mg/l)		
	Average Monthly	Daily Maximum	Minimum	Average Monthly	Daily Maximum	Instant. Maximum
pH (S.U.)	XXX	XXX	6.0	XXX	XXX	9.0
Oil and Grease	XXX	XXX	XXX	15	XXX	30

The proposed effluent limits for Suboutfall 101 are based on a design flow of 1.85 MGD.

Parameters	Mass (lb/day)			Concentration (mg/l)		
	Average Monthly	Daily Maximum	Minimum	Average Monthly	Daily Maximum	Instant. Maximum
Flow (MGD)	Report	Report	XXX	XXX	XXX	XXX
Total Suspended Solids	486	1,185	XXX	Report	XXX	79
Oil and Grease	110	434	XXX	XXX	XXX	30
Total Aluminum	XXX	Report	XXX	XXX	Report	XXX
Total Iron	72	143	XXX	XXX	XXX	15.4
Total Lead	0.92	1.9	XXX	0.06	0.12	0.145
Total Zinc	1.4	4.0	XXX	Report	XXX	0.3



The proposed effluent limits for Suboutfall 201 are based on a design flow of N/A MGD.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		<i>Instant. Maximum</i>
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	
Flow (MGD)	Report	XXX	XXX	XXX	XXX	XXX

The proposed effluent limits for Outfalls 002, 003 & 005 are based on a design flow of N/A MGD.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		<i>Instant. Maximum</i>
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	
Flow (MGD)	XXX	Report	XXX	XXX	XXX	XXX
Total Iron	XXX	Report	XXX	XXX	Report	XXX
Total Lead	XXX	Report	XXX	XXX	Report	XXX

The proposed effluent limits for Outfall 004 are based on a design flow of N/A MGD.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		<i>Instant. Maximum</i>
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	
Flow (MGD)	XXX	Report	XXX	XXX	XXX	XXX
Total Iron	XXX	Report	XXX	XXX	Report	XXX
Total Lead	XXX	Report	XXX	XXX	Report	XXX

The proposed effluent limits for Suboutfall 104 are based on a design flow of 0.005 MGD.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		<i>Instant. Maximum</i>
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	
Flow (MGD)	Report	XXX	XXX	XXX	XXX	XXX
pH (S.U.)	XXX	XXX	6.0	XXX	XXX	9.0
Oil and Grease	XXX	XXX	XXX	15	XXX	30

The proposed effluent limits for Outfall 006 are based on a design flow of N/A MGD.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		<i>Instant. Maximum</i>
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	
Flow (MGD)	XXX	Report	XXX	XXX	XXX	XXX
Total Iron	XXX	Report	XXX	XXX	Report	XXX
Total Lead	XXX	Report	XXX	XXX	Report	XXX

The proposed effluent limits for Outfall 007 are based on a design flow of 0.4 MGD.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		<i>Instant. Maximum</i>
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	
Flow (MGD)	XXX	Report	XXX	XXX	XXX	XXX
Total Iron	XXX	Report	XXX	XXX	Report	XXX
Total Lead	XXX	Report	XXX	XXX	Report	XXX

In addition, the permit contains the following major special conditions:

- Stormwater Best Management Practices (Outfalls 002, 003, 005—007)
- Solids Handling

You may make an appointment to review the DEP files on this case by calling the File Review Coordinator at 814-332-6340.

The EPA Waiver is not in effect.

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*Southwest Regional Office: Regional Clean Water Program Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

**PA0254789**, Storm Water, SIC Code 9900, **Ridge Energy Co.**, 265 Swamp Road, Clymer, PA 15728. Facility Name: Ridge Energy Co. Coal Silt Transfer Facility. This proposed facility is located in Stonycreek Township, **Somerset County**.

Description of Proposed Activity: The application is for a new NPDES permit for a new discharge of treated Storm Water.

The receiving stream(s), Schrock Run, is located in State Water Plan watershed 18-E and is classified for Cold Water Fishes, aquatic life, water supply and recreation. The discharge is not expected to affect public water supplies.

The proposed effluent limits for Outfall 001 are based on a precipitation based design flow.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Flow (MGD)	Report	Report	XXX	XXX	XXX	XXX
pH (S.U.)	XXX	XXX	6	XXX	XXX	9
Total Suspended Solids	XXX	XXX	XXX	35	70	90
Total Dissolved Solids	XXX	XXX	XXX	Report	Report	XXX
Acidity, Total (as CaCO <sub>3</sub> )	XXX	XXX	XXX	XXX	Report Max	XXX
Alkalinity, Total (as CaCO <sub>3</sub> ) Effluent Net	XXX	XXX	0	XXX	XXX	XXX
Alkalinity, Total (as CaCO <sub>3</sub> )	XXX	XXX	XXX	XXX	Report Max	XXX
Total Aluminum	XXX	XXX	XXX	0.48	0.75	XXX
Dissolved Iron	XXX	XXX	XXX	XXX	7.0 Max	XXX
Total Iron	XXX	XXX	XXX	1.5	2.34	XXX
Total Manganese	XXX	XXX	XXX	0.64	1.0	XXX
Sulfate	XXX	XXX	XXX	Report	Report	XXX
Chloride	XXX	XXX	XXX	Report	Report	XXX
Bromide	XXX	XXX	XXX	Report	Report	XXX

The proposed effluent limits for Outfall 003 are based on a precipitation based design flow.

<i>Parameters</i>	<i>Mass (lb/day)</i>			<i>Concentration (mg/l)</i>		
	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Minimum</i>	<i>Average Monthly</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Flow (MGD)	Report	Report	XXX	XXX	XXX	XXX
pH (S.U.)	XXX	XXX	6	XXX	XXX	9
Total Suspended Solids	XXX	XXX	XXX	35	70	90
Total Dissolved Solids	XXX	XXX	XXX	Report	Report	XXX
Acidity, Total (as CaCO <sub>3</sub> )	XXX	XXX	XXX	XXX	Report Max	XXX
Alkalinity, Total (as CaCO <sub>3</sub> ) Effluent Net	XXX	XXX	0	XXX	XXX	XXX
Alkalinity, Total (as CaCO <sub>3</sub> )	XXX	XXX	XXX	XXX	Report Max	XXX
Total Aluminum	XXX	XXX	XXX	0.48	0.75	XXX
Dissolved Iron	XXX	XXX	XXX	XXX	7.0 Max	XXX
Total Iron	XXX	XXX	XXX	1.5	2.34	XXX
Total Manganese	XXX	XXX	XXX	0.64	1.0	XXX
Sulfate	XXX	XXX	XXX	Report	Report	XXX
Chloride	XXX	XXX	XXX	Report	Report	XXX
Bromide	XXX	XXX	XXX	Report	Report	XXX

Outfall 002 shall consist solely of uncontaminated storm water runoff from vegetated areas outside of the working area of the facility and the access driveway.

You may make an appointment to review the DEP files on this case by calling the File Review Coordinator at 412-442-4000.

The EPA Waiver is not in effect.

### III. WQM Industrial Waste and Sewerage Applications under The Clean Streams Law

*Southcentral Region: Clean Water Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone: 717-705-4707.*

**WQM Permit No. 0688405, Amendment #4**, Sewerage, **Robesonia-Wernersville Municipal Authority**, PO Box 202, 3885 North Church Street, Wernersville, PA 19565-0202.

This proposed facility is located in Heidelberg Township and Wernersville Borough, **Berks County**.

Description of Proposed Action/Activity: Seeking permit approval for the replacement of existing sand filters (2) and new disc filters (2) at WWTP.

**WQM Permit No. 6791203, Amendment #1**, Industrial Waste, **Exelon Generation Company, LLC—Muddy Run Pumped Storage Facility**, 1005 Brandon Shores Road, Suite 200, Baltimore, MD 21226.

This proposed facility is located in Drumore Township, **Lancaster County**.

Description of Proposed Action/Activity: Seeking permit approval for the installation/operation of an Oil-Water Separator at the Muddy Run Pumped Storage Facility.

*Southwest Regional Office: Regional Clean Water Program Manager, 400 Waterfront Dr, Pittsburgh, PA 15222-4745. Phone: 412.442.4000.*

**WQM Permit No. 6314400**, Sewage, **Washington East Washington Joint Authority**, 60 E Beau St, Washington, PA 15301.

This proposed facility is located in Canton Township, **Washington County**.

Description of Proposed Action/Activity: The applicant proposes to replace approximately 1,550 linear feet of 18-inch interceptor sewer with 30-inch sewer along an eroding Chartiers Creek bank.

*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

**WQM Permit No. 2514201**, Industrial Waste, **Municipal Authority of the Borough of Union City**, 29 South Main Street, Union City, PA 16438.

This proposed facility is located in Union Township, **Erie County**.

Description of Proposed Action/Activity: Replace Backwash Sedimentation Lagoon with 2 concrete lined Backwash Settling Lagoons.

**WQM Permit No. 2077403**, Sewage, Amendment, **Saegertown Area Sewer Authority**, P.O. Box 334, Saegertown, PA 16433.

This existing facility is located in Saegertown Borough, **Crawford County**.

Description of Proposed Action/Activity: Conversion from anaerobic to aerobic digestion, installation of influent mechanically cleaned bar screen, and addition of liquid alum feed system.

#### **IV. NPDES Applications for Stormwater Discharges from MS4**

#### **V. Applications for NPDES Waiver Stormwater Discharges from MS4**

#### **VI. NPDES Individual Permit Applications for Discharges of Stormwater Associated with Construction Activities**

*Southeast Region: Water Management Program Manager, 2 East Main Street, Norristown, PA 19401*

<i>NPDES Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>County</i>	<i>Municipality</i>	<i>Receiving Water/Use</i>
PAI01 0908012R	Solteck Equities, LLC 703 West Market Street Perkasie, PA 18944	Bucks	Springfield Township	Cooks Creek EV Dimple Creek TSF
PAI01 0914001	Doug Coleman 22 Estates Drive Doylestown, PA 18902	Bucks	Solebury Township	Paunnacussing Creek HQ
PAI01 1513014(1)	Valley Forge National Historic Park 1400 North Outer Line Drive King of Prussia, PA 19406	Chester	Tredyffrin Township	Valley Creek EV
PAI01 2313002-1	The Boeing Company P. O. Box 16858, MC P29-14 Philadelphia, PA 19142	Delaware	Ridley Township	Crum Creek WWF—MF Delaware River WWF—MF
PAI01 5114003	Department of Transportation District 6-0 7000 Geerdes Boulevard King of Prussia, PA 19406	Philadelphia	City of Philadelphia	Frankford Creek WWF—MF
PAI01 5114002	Philadelphia Energy Solutions Refining and Marketing, LLC 3144 W. Passyunk Avenue Philadelphia, PA 19145	Philadelphia	City of Philadelphia	Lower Tidal Schuylkill River WWF—MF

*Northeast Region: Watershed Management Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915.*

*Wayne County Conserve District, 648 Park Street, Honesdale PA 18431*

<i>NPDES Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>County</i>	<i>Municipality</i>	<i>Receiving Water/Use</i>
PAI026407003R	Kernwood Homes, Inc. 1100 Church Street Honesdale, PA 18431	Wayne	Berlin Township	Holbert Creek (HQ-CWF, MF)

*Southcentral Region: Waterways & Wetlands Program, 909 Elmerton Avenue, Harrisburg, PA 17110-8200, Nathan Crawford, Section Chief, 717.705.4802.*

Permit #	Applicant Name & Address	County	Municipality	Receiving Water/Use
PAI030613013	Benjamin Brubacher 67 Ledgerock Road Mohnton, PA 19540	Berks	Ruscombmanor Township	Furnace Creek (CWF)

*Northcentral Region: Waterways & Wetlands Program Manager, 208 West Third Street, Williamsport, PA 17701*

*Clinton County Conservation District: 45 Cooperation Lane, Mill Hall, PA 17751, (570) 726-3798*

NPDES Permit No.	Applicant Name & Address	County	Municipality	Receiving Water/Use
PAI041814002	Glossner's Concrete Inc 515 Laurel Run Rd Beech Creek PA 16822	Clinton	Porter Township	Fishing Creek HQ-CWF, MF

*Northwest Region: Watershed Management Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

*Crawford County Conservation District, Woodcock Creek Nature Center, 21742 German Road, Meadville PA 16335*

NPDES Permit No.	Applicant Name & Address	County	Municipality	Receiving Water/Use
PAI062013001(1)	Apple Shamrock Dairy Farms LLC 32821 Guys Mills Road Townville PA 16360	Crawford	Steuben Township	Unt Muddy Creek HQ-CWF

**VII. List of NOIs for NPDES and/or Other General Permit Types**

PAG-12 CAFOs

**PUBLIC WATER SUPPLY (PWS) PERMITS**

Under the Pennsylvania Safe Drinking Water Act (35 P. S. §§ 721.1—721.17), the following parties have applied for PWS permits to construct or substantially modify public water systems.

Persons wishing to comment on permit applications are invited to submit statements to the office listed before the application within 30 days of this public notice. Comments received within this 30-day comment period will be considered in the formulation of the final determinations regarding an application. A comment should include the name, address and telephone number of the writer and a concise statement to inform the Department of the exact basis of a comment and the relevant facts upon which it is based. A public hearing may be held after consideration of comments received during the 30-day public comment period.

Following the comment period, the Department will make a final determination regarding the proposed permit. Notice of this final determination will be published in the *Pennsylvania Bulletin* at which time this determination may be appealed to the Environmental Hearing Board.

The permit application and related documents are on file at the office listed before the application and available for public review. Arrangements for inspection and copying information should be made with the office listed before the application.

Persons with a disability that require an auxiliary aid, service or other accommodations to participate during the 30-day public comment period should contact the office listed before the application. TDD users may contact the Department through the Pennsylvania AT&T Relay Service at (800) 654-5984.

**SAFE DRINKING WATER**

**Applications Received Under the Pennsylvania Safe Drinking Water Act**

*Southwest Region: Safe Drinking Water Program Manager, 400 Waterfront Drive, Pittsburgh, Pa 15222-4745*

**Permit No. 0214503**, Public Water Supply.

Applicant	<b>Plum Borough Municipal Authority</b> 4555 New Texas Road Pittsburgh, PA 15239
[Township or Borough]	Plum Borough
Responsible Official	J. Howard Theis, Manager/Secretary Plum Borough Municipal Authority 4555 New Texas Road Pittsburgh, PA 15239
Type of Facility	Water system
Consulting Engineer	R.F. Mitall & Associates 117 Sagamore Hill Road Pittsburgh, PA 15239
Application Received Date	February 7, 2014
Description of Action	Installation of a mixing system and painting at the Boyce water storage tank.

**MINOR AMENDMENT**

**Applications Received Under the Pennsylvania Safe Drinking Water Act**

*Northeast Region: Safe Drinking Water Program Manager, 2 Public Square, Wilkes-Barre, PA 18711-0790*

**Application No. 4014501**

Applicant **Aqua Pennsylvania, Inc.**  
 [Township or Borough] **South Abington Township  
 Lackawanna County**

Responsible Official Patrick R. Burke,  
 Regional Manager  
 Northeast & Central Operations  
 Aqua Pennsylvania, Inc.  
 1 Aqua Way  
 White Haven, PA 18661

Type of Facility Community Water System

Consulting Engineer Peter J. Lusardi, PE GHD  
 1240 Mountain Road  
 Harrisburg, PA 17112  
 717-541-0622

Application Received Date January 29, 2014

Description of Action Application for installation of a water treatment system for removal of manganese at the Wapwallopen CWS.

**Application No. 3130021**

Applicant **Bowmanstown Borough  
 Authority**

[Township or Borough] Lower Towamensing Township  
**Carbon County**

Responsible Official Gregory A. Sander, President  
 Bowmanstown Borough  
 Authority  
 490 Ore Street  
 P.O. Box 127  
 Bowmanstown, PA 18030  
 610-852-2455

Type of Facility Community Water System

Consulting Engineer NA

Application Received Date February 3, 2014

Description of Action Application for transfer of PWS operation permit No. 1391501, issued December 31, 1991, from Tri-Valley Water Supply, Inc. to Bowmanstown Borough Authority.

**Application No. 3130021**

Applicant **Bowmanstown Borough  
 Authority**

[Township or Borough] Lower Towamensing Township  
**Carbon County**

Responsible Official Gregory A. Sander, President  
 Bowmanstown Borough  
 Authority  
 490 Ore Street  
 P.O. Box 127  
 Bowmanstown, PA 18030  
 610-852-2455

Type of Facility Community Water System

Consulting Engineer NA

Application Received Date February 3, 2014

Description of Action Application for transfer of PWS operation permit No. 3130045, issued February 17, 2012, from Tri-Valley Water Supply, Inc. to Bowmanstown Borough Authority.

**Application No. 6414501MA**

Applicant **Himilayan International  
 Institute of Yoga Science &  
 Philosophy of the USA**

[Township or Borough] Dyberry Township  
**Wayne County**

Responsible Official Suzanne Grady,  
 Corporate Secretary  
 Himalayan Institute  
 952 Bethany Turnpike  
 Honesdale, PA 18431

Type of Facility Community Water System

Consulting Engineer Tad W. Moser, PE  
 Keystone Consulting &  
 Associates  
 34 Brown Street  
 Honesdale, PA 18431  
 570-251-8315

Application Received Date January 28, 2014

Description of Action Application for modification of PWS permit No. 641204, issued March 4, 2013, to remove Well No. 3 as a source for the public water system serving facilities at the Himalayan Institute compound.

**Application No. 4014502, Minor Amendment.**

Applicant **Aqua Pa. Inc. (Laurel  
 Lakes System)**  
 1 Aqua Way  
 White Haven, Pa. 18861

[Township or Borough] Rice Township  
**Luzerne County**

Responsible Official Mr. Patrick Burke  
 Regional Manger  
 Northeast and Central  
 Operations

Type of Facility Public Water Supply

Consulting Engineer GHD Engineers  
 Andrew R. Glitzer, PE.  
 321 Washington Street  
 Huntingdon, PA 16652

Application Received Date February 12, 2014

Description of Action This project provides for the construction of 820 LF of 8 inch ductile iron water main between Lakeview Drive and the water storage tank. This pipe replaces the existing 6 inch PVC pipe along this access road.

*Southwest Region: Water Supply Management Program  
 Manager, 400 Waterfront Drive, Pittsburgh, Pa 15222-4745*



**Application No. 1114502MA, Minor Amendment.**

Applicant **Highland Sewer & Water Authority**  
120 Tank Drive  
Johnstown, PA 15904

[Township or Borough] Summerhill Township

Responsible Official Edward Englehart, Manager  
Plum Borough Municipal Authority  
4555 New Texas Road  
Pittsburgh, PA 15239

Type of Facility Water system

Consulting Engineer The EADS Group, Inc.  
450 Aberdeen Drive  
Somerset, PA 15501

Application Received Date February 10, 2014

Description of Action Replacement of the existing filter media and spray wash system at the Beaverdam Water Treatment Plant.

**Application No. 6514501MA, Minor Amendment.**

Applicant **Highridge Water Authority**  
17 Maple Avenue  
Blairsville, PA 15717

[Township or Borough] Fairfield Township

Responsible Official George Sulkosky,  
Executive Director  
Highridge Water Authority  
17 Maple Avenue  
Blairsville, PA 15717

Type of Facility Water system

Consulting Engineer Gibson-Thomas Engineering Co., Inc.  
1004 Ligonier Street  
PO Box 853  
Latrobe, PA 15650

Application Received Date February 18, 2014

Description of Action Painting and sandblasting of the Tubmill water storage tank.

**Application No. 6514502MA, Minor Amendment.**

Applicant **Latrobe Municipal Authority**  
104 Guerrier Road  
Latrobe, PA 15650

[Township or Borough] City of Latrobe

Responsible Official Thomas D. Gray,  
Authority Manager  
Latrobe Municipal Authority  
104 Guerrier Road  
Latrobe, PA 15650

Type of Facility Water system

Consulting Engineer Gibson-Thomas Engineering Co., Inc.  
1004 Ligonier Street  
PO Box 853  
Latrobe, PA 15650

Application Received Date February 18, 2014

Description of Action Painting and sandblasting of the water treatment plant site water storage tank.

**Application No. 6514503MA, Minor Amendment.**

Applicant **Latrobe Municipal Authority**  
104 Guerrier Road  
Latrobe, PA 15650

[Township or Borough] City of Latrobe

Responsible Official Thomas D. Gray,  
Authority Manager  
Latrobe Municipal Authority  
104 Guerrier Road  
Latrobe, PA 15650

Type of Facility Water system

Consulting Engineer Gibson-Thomas Engineering Co., Inc.  
1004 Ligonier Street  
PO Box 853  
Latrobe, PA 15650

Application Received Date February 18, 2014

Description of Action Painting and sandblasting of the water treatment plant clearwell.

**WATER ALLOCATIONS**

**Applications received under the Act of June 24, 1939 (P. L. 842, No. 365) (35 P. S. §§ 631—641) relating to the Acquisition of Rights to Divert Waters of the Commonwealth**

*Northwest Region: Safe Drinking Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

**WA 24-758C, Water Allocations. Jay Township Water Authority, 16 Taylor Street, Byrnedale, PA 15827, Jay Township, Elk County.** The permittee has submitted an application for Water Allocation for the addition of Byrnedale Well #1 as a permanent water source to offset water use from Byrne Run and Kersey Run. The quantity of allocation requested from Byrnedale Well #1 was 288,000 gpd as a peak day use.

**LAND RECYCLING AND ENVIRONMENTAL REMEDIATION**

**UNDER ACT 2, 1995  
PREAMBLE 1**

**Acknowledgment of Notices of Intent to Remediate Submitted under the Land Recycling and Environmental Remediation Standards Act (35 P. S. §§ 6026.101—6026.907)**

Sections 302—305 of the Land Recycling and Environmental Remediation Standards Act (act) (35 P. S. §§ 6026.302—6026.305) require the Department to publish in the *Pennsylvania Bulletin* an acknowledgment noting receipt of Notices of Intent to Remediate. An acknowledgment of the receipt of a Notice of Intent to Remediate is used to identify a site where a person proposes to, or has been required to, respond to a release of a regulated substance at a site. A person intending to use the background standard, Statewide health standard, the site-specific standard or intend to remediate a site as a special industrial area shall file a Notice of Intent to Remediate with the Department. A Notice of Intent to Remediate filed with the Department provides a brief description of the location of the site, a list of known or

suspected contaminants at the site, the proposed remediation measures for the site and a description of the intended future use of the site. A person who demonstrates attainment of one or a combination of cleanup standards or receives approval of a special industrial area remediation identified under the act will be relieved of further liability for the remediation of the site for contamination identified in reports submitted to and approved by the Department. Furthermore, the person shall not be subject to citizen suits or other contribution actions brought by responsible persons not participating in the remediation.

Under sections 304(n)(1)(ii) and 305(c)(2) of the act, there is a 30-day public and municipal comment period for sites proposed for remediation using a site-specific standard, in whole or in part, and for sites remediated as a special industrial area. This period begins when a summary of the Notice of Intent to Remediate is published in a newspaper of general circulation in the area of the site. For the following site, proposed for remediation to a site-specific standard or as a special industrial area, the municipality, within which the site is located, may request to be involved in the development of the remediation and reuse plans for the site if the request is made within 30 days of the date specified as follows. During this comment period, the municipality may request that the person identified as the remediator of the site develop and implement a public involvement plan. Requests to be involved and comments should be directed to the remediator of the site.

For further information concerning the content of a Notice of Intent to Remediate, contact the environmental cleanup program manager in the Department regional office listed before the notice. If information concerning this acknowledgment is required in an alternative form, contact the community relations coordinator at the appropriate regional office. TDD users may telephone the Department through the AT&T Relay Service at (800) 654-5984.

The Department has received the following Notices of Intent to Remediate:

*Northcentral Region: Environmental Cleanup & Brownfields Program Manager, 208 West Third Street, Williamsport, PA 17701*

**John Deraffe**, 819 Park Avenue, Williamsport City, **Lycoming County**. Mr. David A. Bogovich, President, Northridge Group, Inc., 1172 Ridge Road, Northumberland, Pa 17857, on behalf of Northridge Group, Inc., submitted a Notice of Intent to Remediate. The site was impacted with an undetermined amount of #2 heating oil. The site was and will remain a residential property. The Notice of Intent to Remediate was published in *The Daily Item* on October 28, 2013.

**Lower Market Street Holdings, LP Property**, 230 Lower Market Street, Milton Borough, **Northumberland County**. Pennsylvania Tectonics, Inc., 723 Main Street, Archbald, Pa 18403, on behalf of Lower Market Street, Holdings, LP, 201 Hepburn Street, Williamsport, Pa 17701, submitted a Notice of Intent to Remediate. Site soils have been impacted by heavy metals and VOCs. Site groundwater has been impacted with VOCs. The proposed cleanup standard for the site is the Site-specific Standard. The anticipated future use of the property is for non-residential purposes. The Notice of Intent to Remediate was published in *The Daily Item* on January 15, 2014.

*Southcentral Region: Environmental Cleanup and Brownfields Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone 717.705.4705.*

**Hagen Residence**, 78 Southwick Drive, Hereford Township, **Berks County**. Dorson Environmental Management, Inc., 45 Knollwood Road, Suite 300, Elmsford, NY 10523, on behalf of J&J Spill Services & Supplies, Inc., P.O. Box 370, Blue Bell, PA 19422-0370, and Berks Properties, 3613 Seisholtzville Road, Hereford, PA 18056, submitted a Notice of Intent to Remediate site soils and groundwater contaminated with #2 fuel oil. The site will be remediated to the Residential Statewide Health standard and remain residential. The Notice of Intent to Remediate was published in the *Town and Country Newspaper* on January 30, 2014.

*Southwest Region: Environmental Cleanup & Brownfield Development Program Manager, 400 Waterfront Drive, Pittsburgh, Pa 15222-4745*

**Neides Property (former P&LE—Neides Properties, Pgh & Lake Erie RR—Neides Property)** Harriet Street, McKees Rocks 15136, **Allegheny County**. KU Resources, Inc., 22 South Linden Street, Duquesne, PA 15110 on behalf of Greenville Commercial Properties, L.P. (as the remediator), 1 Atlantic Avenue, Pittsburgh, PA 15202 has submitted a Notice of Intent to Remediate on February 12, 2014 for site soil contaminated with benzo(a)pyrene, arsenic, chromium and lead; and site groundwater contaminated with arsenic. Future use of the property is non-residential. This Notice was published in the *Suburban Gazette*, McKees Rocks on Wednesday, January 22, 2014.

**Federal Laboratories—Area 11**, Treece Road, Saltsburg, PA 15681, **Indiana County**. EHS Support, LLC., 103 Rogers Court, Pittsburgh, PA 15120 on behalf of Breeze-Eastern Corporation, 35 Melanie Lane, Whippany, NJ 07981 has submitted a Notice of Intent to Remediate to meet the non-residential Statewide Health Standards, concerning soils contaminated with metals. This notice was published in the *Indiana Gazette* on February 8, 2014.

#### OPERATE WASTE PROCESSING OR DISPOSAL AREA OR SITE

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**Application(s) Received Under the Solid Waste Management Act (35 P. S. §§ 6018.101—6018.1003), the Municipal Waste Planning, Recycling and Waste Reduction Act (53 P. S. §§ 4000.101—4000.1904) and Regulations to Operate Solid Waste Processing or Disposal Area or Site.**

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*Northeast Region: Regional Solid Waste Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915*

**Permit Application No. 101247. Keystone Sanitary Landfill, Inc.**, 249 Dunham Drive, Dunmore, PA 18512. A permit renewal application for the continued operation of this municipal waste landfill located in Dunmore and Throop Boroughs, **Lackawanna County**. The application was received by the Regional Office on February 11, 2014 and accepted as complete on February 12, 2014.

Persons interested in reviewing the permit may contact William Tomayko, Regional Waste Management Program Manager, Department of Environmental Protection, Northeast Regional Office, 2 Public Square, Wilkes-Barre, PA 18704-1915 at 570-826-2511. TDD users may contact the Department through the Pennsylvania Relay service, (800) 654-5984.

*Northcentral Region: Regional Solid Waste Manager, 208 West Third Street, Williamsport, PA 17701*

**Permit Application No. 101125. Lycoming County Resource Management Services**, PO Box 187, Montgomery, PA 17752, **Lycoming County**. Permit renewal for an existing municipal waste transfer station in the City of Williamsport, Lycoming County for the Lycoming County Transfer Station. The application was received in the Northcentral Regional Office on February 10, 2014.

Comments concerning the application should be directed to Lisa D. Houser, P.E., Facilities Manager, Williamsport Regional Office, 208 West Third Street, Suite 101, Williamsport, PA 17701. Persons interested in obtaining more information about the permit application may contact the Williamsport Regional Office, (570) 327-3740. TDD users may contact the Department through the Pennsylvania Relay service, (800) 654-5984. Public comments must be submitted within 60 days of this notice and may recommend revisions to, and approval or denial of the application.

*Southwest Region: Regional Solid Waste Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745. Telephone 412-442-4000.*

**Permit ID No. 101571. Mostoller Landfill, Inc.** 7095 Glades Pike, Somerset, PA 15501-4213. Request for renewal of a municipal waste landfill permit for operation of the Mostoller Landfill located in Somerset and Brothersvalley Townships, **Somerset County** was received on December 30, 2013 and accepted for technical review on January 14, 2014.

## AIR QUALITY

### PLAN APPROVAL AND OPERATING PERMIT APPLICATIONS

#### NEW SOURCES AND MODIFICATIONS

The Department has developed an "integrated" plan approval, State Operating Permit and Title V Operating Permit program. This integrated approach is designed to make the permitting process more efficient for the Department, the regulated community and the public. This approach allows the owner or operator of a facility to complete and submit permitting documents relevant to its application one time, affords an opportunity for public input and provides for sequential issuance of the necessary permits.

The Department received applications for Plan Approvals or Operating Permits from the following facilities.

Copies of these applications, subsequently prepared draft permits, review summaries and other support materials are available for review in the regional office listed before the applications. Persons interested in reviewing the application files should contact the appropriate regional office to schedule appointments.

Persons wishing to receive a copy of a proposed Plan Approval or Operating Permit shall indicate interests to the Department regional office within 30 days of the date of this notice and shall file protests or comments on a proposed Plan Approval or Operating Permit within 30 days of the Department providing a copy of the proposed documents to persons or within 30 days of its publication in the *Pennsylvania Bulletin*, whichever comes first. Interested persons may also request that hearings be held concerning a proposed Plan Approval or Operating Permit. A comment or protest filed with the Department regional office shall include a concise statement of the objections to the issuance of the Plan Approval or Operat-

ing Permit and relevant facts which serve as the basis for the objections. If the Department schedules a hearing, a notice will be published in the *Pennsylvania Bulletin* at least 30 days prior the date of the hearing.

Persons with a disability who wish to comment and require an auxiliary aid, service or other accommodation to participate should contact the regional office listed before the application. TDD users may contact the Department through the Pennsylvania AT&T Relay Service at (800) 654-5984.

Final Plan Approvals and Operating Permits will contain terms and conditions to ensure that the source is constructed and operating in compliance with applicable requirements in 25 Pa. Code Chapters 121-143, the Federal Clean Air Act (42 U.S.C.A. §§ 7401-7671q) and regulations adopted under the Federal Clean Air Act.

### PLAN APPROVALS

**Plan Approval Applications Received under the Air Pollution Control Act (35 P. S. §§ 4001-4015) and 25 Pa. Code Chapter 127, Subchapter B that may have special public interest. These applications are in review and no decision on disposition has been reached.**

*Northeast Region: Air Quality Program, 2 Public Square, Wilkes-Barre, PA 18711-0790*

*Contact: Ray Kempa, New Source Review Chief—Telephone: 570-826-2507*

**39-00011B: Lafarge North America, Inc.** (5160 Main Street, Whitehall, PA 18052) for installation of a natural gas burner to be used for kiln startup only on Kiln 2 and Kiln 3 at their Whitehall Plant in Whitehall Township, **Lehigh County**.

The current emission limits for this source will not change as a result of this modification. The Plan Approval will contain additional recordkeeping, testing and operating restrictions designed to keep the facility operating within all applicable air quality requirements. The facility currently has a Title V Operating Permit No. 39-00011. This plan approval will, in accordance with 25 Pa. Code § 127.450, be incorporated into the Title V Operating Permit through an administrative amendment at a later date.

**39-00011A: Lafarge North America, Inc.** (5160 Main Street, Whitehall, PA 18052) for conversion of their No. 2 raw mill baghouse from reverse air to pulse jet at their Whitehall Plant in Whitehall Township, **Lehigh County**.

The current emission limits for this source will not change as a result of this modification. The Plan Approval will contain additional recordkeeping, testing and operating restrictions designed to keep the facility operating within all applicable air quality requirements. The facility currently has a Title V Operating Permit No. 39-00011. This plan approval will, in accordance with 25 Pa. Code § 127.450, be incorporated into the Title V Operating Permit through an administrative amendment at a later date.

**Intent to Issue Plan Approvals and Intent to Issue or Amend Operating Permits under the Air Pollution Control Act and 25 Pa. Code Chapter 127, Subchapter B. These actions may include the administrative amendments of an associated operating permit.**



*Southeast Region: Air Quality Program, 2 East Main Street, Norristown, PA 19401*

*Contact: Sachin Shankar, New Source Review Chief—Telephone: 484-250-5920*

**09-0225: North Penn & North Wales Water Authority—dba Forest Park Water**, (144 Park Avenue, Chalfont, PA 18914-0317) for installation of three stationary reciprocating internal combustion engines (RICE) to power three emergency generators in **Bucks County**. The Nitrogen Oxide emissions from these stationary RICE will not exceed 11.0 tons per year. The Plan Approval also contains work practice standards, monitoring and recordkeeping requirements, and operating restrictions designed to keep the sources and facility operating within all applicable air quality requirements.

**09-0152C: Gelest, Inc.** (11 East Steel Road, Morrisville, PA 19067) for the installation of a gas scrubber with 99% efficiency to serve as a back-up control device, and also retrofit an existing source in **Bucks County**. The company currently manufactures metal organics, silane, and silane specialty chemicals. The pollutant of concern is Volatile organic Compound (VOC). This facility is a Minor facility. There will be potential increase of 1.92 ton of VOC & 1.91 ton of HAPs emissions due to this modification. The Plan Approval will contain monitoring and recordkeeping requirements to keep the source operating within the allowable emissions and all applicable air quality requirements.

*Department of Public Health, Air Management Services: 321 University Avenue, Philadelphia, PA 19104*

*Contact: Edward Wiener, Chief—Telephone: 215-685-9426*

**AMS 13260: PES Refining and Marketing LLC** (3144 Passuynk Avenue, Philadelphia, PA 19145) to reactivate the South Yard South Flare. The Flare will be equipped with a dedicated IR camera to monitor the presence of a flare flame. The flare will be reactivated ensuring compliance with the requirements of the Consent Decree 05-CV-2866. The plan approval will contain monitoring and recordkeeping requirements to ensure operation within all applicable requirements.

**AMS 13313: The Vanguard Group, Inc.** (2000 Kubach Road, Philadelphia, PA 19116) to install four (4) 2,340 hp emergency generators burning diesel. The facility is taking facility wide emission restriction of 25 tons per year of NO<sub>x</sub> emissions. The plan approval will contain operating and recordkeeping requirements to ensure operation within all applicable requirements.

#### OPERATING PERMITS

#### **Intent to Issue Title V Operating Permits under the Air Pollution Control Act and 25 Pa. Code Chapter 127, Subchapter G.**

*Northwest Region: Air Quality Program, 230 Chestnut Street, Meadville, PA 16335-3481*

*Contact: Matthew Williams, Facilities Permitting Chief—Telephone: 814-332-6131*

**42-00028: Saint-Gobain Containers, Inc.—SGCI** (1 Glass Place, Port Allegany, PA 16743-1154) for renewal of a Title V Permit to operate a glass container manufacturing facility in Port Allegany Borough, **McKean County**. The facility's emitting sources include, 1) Boilers, 2) Furnace #1, #3) Furnace #3, 4) Batch house feed, 5) Batch house cullet piles, 6) Forming / Finishing Lines Furnace #1 and, #3, 7) Hot end treatment furnace #1 and, #3, 8)

Mold swab furnace #1 and, #3, 9) Miscellaneous natural gas usage, 10) Two degreaser units and, 11) Emergency generator, and, 12) Fritting Channel. The facility is a major facility for Title V due to its potential to emit of Oxides of Nitrogen and Oxides of Sulfur. The emergency generator is subject to 40 CFR Part 63, Subpart ZZZZ. All applicable conditions of Subpart ZZZZ are included in the permit. The applicable conditions of 40 CFR Part 63, Subpart SSSSSS for glass furnaces were previously included in the permit and have not been changed by this renewal. The facility provided the following actual emissions for 2012: NO<sub>x</sub>: 229.62 Tons per year (TPY), SO<sub>x</sub>: 140.33, CO: 187.64 TPY, VOC: 20.89 TPY, PM-10: 82.62 TPY, Ethane: 1.12 TPY, Methane: 1.02 TPY, Sulfuric Acid: 41.56 TPY, CO<sub>2</sub>: 67,149.52 TPY, Nitrous Oxide: 0.11 TPY, Hydrochloric Acid: 1.99 TPY (HAP), Methyl Ethyl Ketone: 0.03 TPY (HAP).

#### **Intent to Issue Operating Permits under the Air Pollution Control Act and 25 Pa. Code Chapter 127, Subchapter F.**

*Southcentral Region: Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110*

*Contact: Thomas J. Hanlon, Facility Permitting Chief—Telephone: 717-705-4862 or William Weaver, Regional Air Quality Manager, Telephone: 717-705-4702.*

**36-03129: KALAS Manufacturing Inc.—Plant 3** (167 Greenfield Road, Lancaster, PA 17601) for operation of their existing lead battery terminal manufacturing facility in East Cocalico Township, **Lancaster County**.

In accordance with 25 Pa. Code §§ 127.424 and 127.425 the Department of Environmental Protection (DEP) has received an application and intends to issue an Air Quality Operating Permit renewal for the abovementioned facility.

The potential emissions of the facility are 1.4 ton of CO, 2.1 tons of NO<sub>x</sub>, 0.1 ton of PM, 0.01 ton of SO<sub>x</sub>, 0.23 ton of VOC per year, and 0.018 ton of HAPs per year. The Operating Permit will include emission limits and work practice standards along with monitoring, recordkeeping and reporting requirements to ensure the facility complies with the applicable air quality regulations. The 11 HP emergency generator at the facility is subject to 40 CFR Part 63 Subpart ZZZZ—National Emissions Standards for Hazardous Air Pollutants for Stationary Reciprocating Internal Combustion Engines.

Copies of the application, DEP's analysis and other documents used in the evaluation of the application are available for public review during normal business hours at the PA DEP Southcentral Regional Office, at 909 Elmerton Avenue, Harrisburg, PA 17110.

A person may oppose the proposed operating permit, or may provide the Department with additional information to consider in its review, or may request a public hearing, by filing a written protest with the Department at the address listed above. Each written comment must contain the name, address and telephone number of the person submitting the comments, identification of the proposed permit by the permit number listed above and a concise statement regarding the relevancy of the information or objections to the issuance of the permit.

A 30-day comment period, from the date of publication of this notice in the *Pennsylvania Bulletin*, will exist for the submission of comments or protests. A public hearing may be held, if the Department of Environmental Protec-

tion, in its discretion, decides that such a hearing is warranted based on the comments received.

Gary Helsel, Acting New Source Review Chief, may be contacted at 814-949-7935, or at PA DEP Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110, for additional information or for the submission of comments or protests.

**21-05013: Fry Communications, Inc.** (101 Fry Drive, Mechanicsburg, PA 17050) for their Building 1 and 2 commercial printing operation in Mechanicsburg Borough, **Cumberland County**.

In accordance with 25 Pa. Code §§ 127.424 and 127.425 the Department of Environmental Protection (DEP) has received an application and intends to issue an Air Quality Operating Permit renewal for the abovementioned facility.

Actual 2012 emissions at the facility are estimated to be approximately 16.85 tons of VOC; 1.38 ton of NO<sub>x</sub>; 1.46 ton of HAPs and less than one ton each of SO<sub>x</sub>, CO, and PM<sub>10</sub>. The Operating Permit will include emission limits and work practice standards along with monitoring, recordkeeping and reporting requirements to ensure the facility complies with the applicable air quality regulations. Among other items, the conditions include provisions derived from 40 CFR Part 63, Subpart ZZZZ—National Emissions Standards for Hazardous Air Pollutants for Stationary Reciprocating Internal Combustion Engines.

Copies of the application, DEP's analysis and other documents used in the evaluation of the application are available for public review during normal business hours at the PA DEP Southcentral Regional Office, at 909 Elmerton Avenue, Harrisburg, PA 17110.

A person may oppose the proposed operating permit, or may provide the Department with additional information to consider in its review, or may request a public hearing, by filing a written protest with the Department at the address listed above. Each written comment must contain the name, address and telephone number of the person submitting the comments, identification of the proposed permit by the permit number listed above and a concise statement regarding the relevancy of the information or objections to the issuance of the permit.

A 30-day comment period, from the date of publication of this notice in the *Pennsylvania Bulletin*, will exist for the submission of comments, protests or requests for a public hearing.

Mr. Gary Helsel, P.E., Acting New Source Review Chief, may be contacted at 814-949-7935, or at PA DEP Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110, for additional information or for the submission of comments, protests or requests for a public hearing.

**21-05028: Fry Communications, Inc.** (101 Fry Drive, Mechanicsburg, PA 17050) for Building 3 lithographic printing operation located in Mechanicsburg Borough, **Cumberland County**. This is a renewal of their State-Only Operating Permit issued in April 2009.

In accordance with 25 Pa. Code §§ 127.424 and 127.425 the Department of Environmental Protection (DEP) has received an application and intends to renew an Air Quality Operating Permit for the abovementioned facility.

Fry Communication, Building 3, is a synthetic minor facility subject to the operating permit requirements of 25 Pa. Code, Chapter 127, Subchapters F (relating to operating permit requirements). The facility operates a litho-

graphic printing shop. The primary emission from the facility is VOC. The actual 2012 AIMS emissions were: 9.3 tons of VOC including 0.8 ton of HAPs.

Copies of the renewal application, DEP's analysis and other documents used in the evaluation of the application are available for public review during normal business hours at the PA DEP Southcentral Regional Office, at 909 Elmerton Avenue, Harrisburg, PA 17110.

A person may oppose the proposed operating permit, or may provide the Department with additional information to consider in its review, or may request a public hearing, by filing a written protest with the Department at the address listed above. Each written comment must contain the name, address and telephone number of the person submitting the comments, identification of the proposed permit by the permit number listed above and a concise statement regarding the relevancy of the information or objections to the issuance of the permit.

A 30-day comment period, from the date of publication of this notice in the *Pennsylvania Bulletin*, will exist for the submission of comments or protests.

Gary Helsel, Acting Environmental Engineering Manager, West Permitting Section, may be contacted at 814-949-7935, or at PA DEP Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110, for additional information or for the submission of comments or protests.

**36-05120: Nessco Enterprises, LLC** (124 Earland Drive, New Holland, PA 17557) for a kitchen cabinet manufacturing facility in East Earl Township, **Lancaster County**. This is a renewal of their State-Only Operating Permit issued in January of 2009.

In accordance with 25 Pa. Code §§ 127.424 and 127.425 the Department of Environmental Protection (DEP) has received an application and intends to renew an Air Quality Operating Permit for the abovementioned facility.

Nessco Enterprises, is a synthetic minor facility subject to the operating permit requirements of 25 Pa. Code, Chapter 127, Subchapters F (relating to operating permit requirements). The facility operates a kitchen cabinet manufacturing plant and primarily emits VOCs and HAPs. The facility's emissions of these pollutants in 2013 was 18.7 and 4.3 tons, respectively.

Copies of the renewal application, DEP's analysis and other documents used in the evaluation of the application are available for public review during normal business hours at the PA DEP Southcentral Regional Office, at 909 Elmerton Avenue, Harrisburg, PA 17110.

A person may oppose the proposed operating permit, or may provide the Department with additional information to consider in its review, or may request a public hearing, by filing a written protest with the Department at the address listed above. Each written comment must contain the name, address and telephone number of the person submitting the comments, identification of the proposed permit by the permit number listed above and a concise statement regarding the relevancy of the information or objections to the issuance of the permit.

A 30-day comment period, from the date of publication of this notice in the *Pennsylvania Bulletin*, will exist for the submission of comments or protests. A public hearing may be held, if the Department of Environmental Protection, in its discretion, decides that such a hearing is warranted based on the comments received.

Thomas Hanlon, Facilities Permitting Chief, may be contacted at 717-705-4862, or at PA DEP Air Quality



Program, 909 Elmerton Avenue, Harrisburg, PA 17110, for additional information or for the submission of comments or protests.

*Southwest Region: Air Quality Program, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

*Contact: Barbara Hatch, Facilities Permitting Chief—Telephone: 412-442-4174*

**65-00878: R.E. Uptegraff Company** (P.O. Box 182, Scottsdale, PA, 15683) Operating Permit renewal for their facility in Scottdale Borough, **Westmoreland County**. Equipment at this facility includes a surface coating operation and a shotblast booth controlled by panel filters that exhausts indoors. Potential volatile organic compound (VOC) emissions from the paint booth based on operation at 8,760 hours per year would result in an annual VOC emission rate of approximately 41 tons per year. However, actual emissions for the facility have been reported at 2.0 tons of VOC or less since the operating permit was originally issued. The facility is subject to the applicable requirements of 25 Pa. Code Chapters 121—145. The proposed Operating Permit contains applicable emission limits, as well as testing, monitoring, recordkeeping, reporting and work practice requirements.

Copies of the application, DEP's analysis and other documents used in the evaluation of the application are available for public review during normal business hours at the Department's Southwest Regional Office, 400 Waterfront Drive, Pittsburgh, PA 15222. Appointments for scheduling a review must be made by calling 412-442-4000.

Any person may submit comments, requests for the Department to hold a public hearing, or protests to the operating permit or a proposed condition thereof, by filing such submissions in writing to the Department at the Southwest Regional Office. A 30-day comment period from the date of this publication will exist for the submission of comments.

All comments, requests for a public hearing, and protests to a proposed action, shall be filed with the Department within 30 days of the date that notice of the proposed action was published under 25 Pa. Code § 127.424 (relating to public notice). A protest must include the name, address and telephone number of the person filing the protest, identification of the proposed permit issuance being opposed (Operating Permit 65-00878) and a concise statement of the objections to the permit issuance and the relevant facts upon which the objections are based.

A public hearing may be held in accordance with 25 Pa. Code § 127.429, if the Department, in its discretion, decides that such a hearing is warranted based on the information received. If a public hearing is held, all persons who have properly filed a protest under 25 Pa. Code § 127.426 may appear and give testimony. The applicant, the protestant and other participants will be notified of the decision to hold a hearing (and the time, place and purpose of such hearing) by publication in the newspaper or by the *Pennsylvania Bulletin*, or by telephone, where the Department determines such notification by telephone is sufficient.

Written comments, protests and requests for a public hearing should be directed to Nick Waryanka, Air Quality Engineer, Department of Environmental Protection, Southwest Regional Office, 400 Waterfront Drive, Pittsburgh, PA 15222. For additional information concerning the permit or the issuance procedure, contact Nick Waryanka at (412) 442-4172.

*Northwest Region: Air Quality Program, 230 Chestnut Street, Meadville, PA 16335-3481*

*Contact: Edward Orris, New Source Review Chief—Telephone: 814-332-6131*

**25-00066: Accuride Erie LP** (1015 E. 12th Street, Erie, PA 16503-1520) for renewal of the Synthetic Minor Operating Permit to operate a nonferrous forging facility in the City of Erie, **Erie County**. The emitting sources include: Source ID # 102: 8000 ton forging press (22-13), Source ID # 103: 7000 ton forging press (22-17), Source ID # 104: 2000 heat treating furnaces (9-1, 9-2, & 10-1), Source ID # 106A: 1995 solution furnace (26-4), Source ID # 106B: 1995 quench tank (26-5), Source ID # 106C: 1995 age furnace (26-6), Source ID # 107: (2) cold cleaning machines (4-4 & 22-7), Source ID # 108: Process heating—natural gas usage, Source ID # 109: Miscellaneous natural gas usage, Source ID # 110: (9) Wheel Washers (5-6, 5-7, 5-10, 285, 585, 785, 885, 985, and, ML), Source ID # 111: (2) Carbottom furnaces (22-22 & 22-23) (Bldg. 22), Source ID # 112A: 2006 solution furnace, Source ID # 112B: 2006 Quench tank, Source ID # 112C: 2006 Age Furnace, Source ID # 113: 7000 Ton forge line 5, Source ID # 114: 7000 ton forge line 6, Source ID # 115: Wheel machining lines 2, 8 & 9, Source ID # 116: polishing cells, Source ID # 117: Emergency Generator, Source ID # 118: Emergency fire water pump. The emergency fire water pump, (Source ID #118) is subject to 40 CFR Part 60, Subpart IIII. All applicable conditions of Subpart IIII have been included in the source level of the permit. The facility has taken a restriction of emissions of Carbon Monoxide (CO) from the facility to not exceed 95 Tons per year (TPY) and maintains the status of Synthetic Minor. The facility reported the following emissions in 2012: CO, Carbon Monoxide: 24.5 Tons per year, NO<sub>x</sub>, Oxides of Nitrogen: 9.65 TPY, PM-10, Particulate matter less than 10 micron: 9.80 TPY, PM-2.5, Particulate matter less than 2.5 micron: 9.8 TPY, SO<sub>x</sub>, Oxides of Sulfur: 2.13 TPY, VOC, Volatile organic compound: 5.79 TPY, Methane: 0.10 TPY, N<sub>2</sub>O, Nitrous Oxide: 0.10 TPY, CO<sub>2</sub>, Carbon Di Oxide: 9,888.40 TPY.

**62-00176: Allegheny Pellet Corporation** (PO Box 183, Matthews Run Road, Youngsville, PA 16371-0183) to issue a State Operating Permit for their wood pellet manufacturing plant in Brokenstraw Township, **Warren County**. The facility's primary emission sources include two small wood fired boilers for building heat (each 140,000 btu/hr), a small pellet stove for building heat (50,000 btu/hr), a rotary dryer, dry sawdust truck dumping, green sawdust truck dumping, a metering bin, a hammermill, screening, three pellet mills, three storage silos, a parts washer, and an emergency diesel generator. The rotary dryer is subject to the requirements of plan approval 62-176A. The particulate matter from the dry sawdust truck dumping and the hammermill is controlled by a baghouse. The screening is controlled by a cartridge collector. The silos are controlled by bin vent collectors. The engine is subject to 40 CFR 63 Subpart ZZZZ—NESHAPs for Stationary Reciprocating Internal Combustion Units. The potential emissions from the facility are less than the following: NO<sub>x</sub> 27.5 TPY; CO 59.5 TPY; VOC 17.7 TPY; SO<sub>x</sub> 2.59 TPY; and, particulate matter 29.8 TPY. The operating permit contains applicable emission restrictions, testing requirements, monitoring requirements, reporting requirements, work practice requirements, and additional requirements in accordance with the Clean Air Act.

## COAL AND NONCOAL MINING ACTIVITY APPLICATIONS

Applications under the Surface Mining Conservation and Reclamation Act (52 P. S. §§ 1396.1—1396.19a); the Noncoal Surface Mining Conservation and Reclamation Act (52 P. S. §§ 3301—3326); The Clean Streams Law (35 P. S. §§ 691.1—691.1001); the Coal Refuse Disposal Control Act (52 P. S. §§ 30.51—30.66); and The Bituminous Mine Subsidence and Land Conservation Act (52 P. S. §§ 1406.1—1406.20a). Mining activity permits issued in response to such applications will also address the applicable permitting requirements of the following statutes: the Air Pollution Control Act (35 P. S. §§ 4001—4015); the Dam Safety and Encroachments Act (32 P. S. §§ 693.1—693.27); and the Solid Waste Management Act (35 P. S. §§ 6018.101—6018.1003).

The following permit applications to conduct mining activities have been received by the Department. A copy of the application is available for inspection at the district mining office indicated before each application. Notices of requests for 401 Water Quality Certifications are included in individual application notices, as noted.

Written comments or objections, or requests for an informal conference, or a public hearing, as applicable, on a mining permit application and request for Section 401 water quality certification application may be submitted by any person or any officer or head of any Federal, state or local government agency or authority to the Department at the address of the district mining office indicated before each application within 30 days of this publication, or within 30 days after the last publication of the applicant's newspaper advertisement as provided by 25 Pa. Code §§ 77.121—77.123 and 86.31—86.34.

Written comments or objections regarding a mining permit application should contain the name, address and telephone number of persons submitting comments or objections, application number and a statement of sufficient detail to inform the Department on the basis of comment or objection and relevant facts upon which it is based.

A request for an informal conference or a public hearing, as applicable, on a mining permit application, as provided by 25 Pa. Code § 77.123 or § 86.34, must contain the name, address and telephone number of the requestor; the application number; a brief summary of the issues to be raised by the requestor at the conference; and a statement whether the requestor desires to have the conference conducted in the locality of the proposed mining activities.

When an NPDES number is listed, the mining activity permit application was accompanied by an application for an individual NPDES permit. A separate notice will be provided after the draft NPDES permit is prepared.

### *Coal Applications Received*

*California District Office: 25 Technology Drive, Coal Center, PA 15423, 724-769-1100*

**30831303 and NPDES No. PA0013511. Cumberland Coal Resources, LP**, (158 Portal Rd., PO Box 1020, Waynesburg, PA 15370). To revise the permit for the Cumberland Mine in Wayne Township, **Greene County** and related NPDES permit to install fourteen gob-ventilation boreholes for panels 63 and 64. Surface Acres Proposed 8.96. No additional discharges. The application was considered administratively complete on February 13, 2014. Application received October 29, 2013.

*Cambria District Mining Office: 286 Industrial Park Road, Ebensburg, PA 15931, 814-472-1900*

**Permit No. 56070111 and NPDES No. PA0262510. Mountaineer Mining Corporation**, 1010 Garrett Shortcut Road, Berlin, PA 15530, permit renewal for reclamation only of a bituminous surface and auger mine in Brothersvalley Township, **Somerset County** affecting 115.0 acres. Receiving streams: unnamed tributaries to Swamp Creek and unnamed tributaries to Buffalo Creek, classified for the following use: cold water fisheries. There are no potable water supply intakes within 10 miles downstream. Application received: January 29, 2014.

**Permit No. 07920101 and NPDES No. PA0599581. E.P. Bender Coal Co., Inc.**, P.O. Box 594, Carrolltown, PA 15722, permit renewal for the continued operation and restoration of a bituminous surface and auger mine in Allegheny Township, **Blair County** affecting 474 acres. Receiving streams: unnamed tributary to/and Sugar Run classified for the following use: cold water fishery. There are no potable water supply intakes within 10 miles downstream. Application received: February 3, 2014.

**Permit No. 56890115 and NPDES No. PA0598666. PBS Coals, Inc.**, P.O. Box 260, Friedens, PA 15541, revision of an existing bituminous surface and auger mine to change the land use from Woodland to Cropland in Brothersvalley Township, **Somerset County** affecting 299.2. Receiving streams: Unnamed tributaries to/and Blue Lick Creek classified for the following use: cold water fisheries. There are no potable water supply intakes within 10 miles downstream. Application received: February 4, 2014.

*Greensburg District Mining Office: Armbrust Professional Center, 8205 Route 819, Greensburg, PA 15601, 724-925-5500*

**65-11-04 and NPDES Permit No. PA0252387. Coal Loaders, Inc.** (P.O. Box 556, Ligonier, PA 15658). Application for commencement, operation and reclamation for a Government Financed Contractual Contract, located in Unity Township, **Westmoreland County**, affecting 49.5 acres. Receiving streams: unnamed tributaries to Loyalhanna Creek, classified for the following use: WWF. There is no potable water supply intake within 10 miles downstream from the point of discharge. Application received: January 17, 2014.

**65980105 and NPDES Permit No. PA0202363. Gary Gioia Coal Co.** (319 Karen Drive, Elizabeth, PA 15037). Renewal application for reclamation only to an existing bituminous surface mine, located in Rostraver Township, **Westmoreland County**, affecting 28.8 acres. Receiving stream: unnamed tributary to Monongahela River, classified for the following use: WWF. The potable water supply intake within 10 miles downstream from the point of discharge: Authority of the Borough of Charleroi. Renewal application received: February 7, 2014.

**63130101 and NPDES Permit No. PA0252395. S & K Energy, Inc.** (5945 Pudding Stone Lane, Bethel Park, PA 15102). Application for commencement, operation and reclamation of bituminous surface mine, located in Smith Township, **Washington County**, affecting 72 acres. Receiving streams: unnamed tributaries to Raccoon Creek and Little Raccoon Creek, classified for the following use: WWF. There is no potable water supply intake within 10 miles downstream from the point of discharge. Application received: January 29, 2014.

*Moshannon District Mining Office: 186 Enterprise Drive, Philipsburg, PA 16866, 814-342-8200*

**17713099 and NPDES No. PA0609498. Sky Haven Coal, Inc.** (5510 State Park Road, Penfield, PA 15849). Revision to the NPDES permit to do post-mining water treatment located in Lawrence Township, **Clearfield County** affecting 8.0 acres. Receiving stream(s): Unnamed Tributary to Montgomery Creek classified for the following use(s): Cold Water Fishes. Application received: February 4, 2014.

**17900104. RES Coal LLC** (224 Grange Hall Road, P.O. Box 228, Armagh, PA 15920). Revision to add auger mining to the existing bituminous surface mine located in Brady and Bell Townships, **Clearfield County** affecting 537.6 acres. Receiving stream(s): Buck Run to Beech Run classified as the following use(s): High Quality—Cold Water Fishes. Application received: February 3, 2014.

*Pottsville District Mining Office: 5 West Laurel Boulevard, Pottsville, PA 17901, 570-621-3118*

**Permit No. 54921602R4. Gale Mining Company,** (1441 Oak Road, Pottsville, PA 17901), renewal of an existing anthracite coal preparation plant operation in Rush Township, **Schuylkill County** affecting 17.1 acres, receiving stream: Little Schuylkill River, classified for the following uses: cold water and migratory fishes. Application received: February 6, 2014.

**Permit No. 49-305-004GP12. Pac 23 Mining Co., Inc.,** (6370 SR 61, Shamokin, PA 17872), application to

operate a coal preparation plant whose pollution control equipment is required to meet all applicable limitations, terms and conditions of General Permit, BAQ-GPA/GP-12 on Surface Mining Permit No. 49851603 in Ralpho Township, **Northumberland County**. Application received: February 10, 2014.

*Noncoal Applications Returned*

*Moshannon District Mining Office: 186 Enterprise Drive, Philipsburg, PA 16866, 814-342-8200*

**41110301. E & J Construction, LLC** (1842 Masten Road, Canton, PA 17724-9317). Revision of an incidental boundary correction to incorporate 3.4 acres for mining and support of an existing large non-coal surface mine (sandstone, shale and bluestone) located in McNett Township, **Lycoming County** affecting 28.4 acres. Receiving streams: Unnamed Tributary to North Pleasant Stream to North Pleasant Stream classified for high quality cold water fishes. There are no potable water supply intakes within 10 miles downstream. Application received: January 28, 2014. Application withdrawn: February 14, 2014.

*Noncoal Applications Received*

*Effluent Limits*—The following effluent limits will apply to NPDES permits issued in conjunction with a noncoal mining permit:

Parameter	Table 2		
	30-day Average	Daily Maximum	Instantaneous Maximum
Suspended solids	10 to 35 mg/l	20 to 70 mg/l	25 to 90 mg/l
Alkalinity exceeding acidity* pH*		greater than 6.0; less than 9.0	

\* The parameter is applicable at all times.

A settleable solids instantaneous maximum limit of 0.5 ml/l applied to surface runoff resulting from a precipitation event of less than or equal to a 10-year 24-hour event. If coal will be extracted incidental to the extraction of noncoal minerals, at a minimum, the technology-based effluent limitations identified under coal applications will apply to discharges of wastewater to streams.

*Pottsville District Mining Office: 5 West Laurel Boulevard, Pottsville, PA 17901, 570-621-3118*

**Permit No. 06820601C5 and NPDES Permit No. PA0612791. Allan A. Myers dba Independence Construction Materials,** (638 Lancaster Avenue, Malvern, PA 19355), renewal of NPDES Permit for discharge of treated mine drainage from a quarry operation in New Morgan Borough, **Berks County** affecting 97.6 acres, receiving stream: Conestoga River, classified for the following use: warm water fishes. Application received: February 7, 2014.

### MINING ACTIVITY NPDES DRAFT PERMITS

This notice provides information about applications for a new, amended or renewed NPDES permits associated with mining activity (coal or noncoal) permits. The applications concern industrial waste (mining) discharges to surface water and discharges of stormwater associated with mining activities. This notice is provided in accordance with 25 Pa. Code Chapters 91 and 92a and 40 CFR Part 122, implementing provisions of The Clean Streams Law (35 P.S. §§ 691.1—691.1001) and the Federal Clean Water Act (33 U.S.C.A. §§ 1251—1376).

The Department of Environmental Protection (Department) has prepared a draft NPDES permit and made a tentative determination to issue the NPDES permit in conjunction with the associated mining activity permit.

*Effluent Limits for Coal Mining Activities*

For coal mining activities, NPDES permits, when issued, will contain effluent limits that are the more stringent of technology-based (BAT) effluent limitations or Water Quality Based Effluent Limits (WQBEL).

The BAT limits for coal mining activities, as provided in 40 CFR Part 434 and 25 Pa. Code Chapters 87—90 are as follows:

Parameter	30-Day Average	Daily Maximum	Instantaneous Maximum
Iron (Total)	3.0 mg/l	6.0 mg/l	7.0 mg/l
Manganese (Total)	2.0 mg/l	4.0 mg/l	5.0 mg/l



<i>Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instantaneous Maximum</i>
Suspended solids	35 mg/l	70 mg/l	90 mg/l
pH*		greater than 6.0; less than 9.0	
Alkalinity greater than acidity*			

\* The parameter is applicable at all times.

In addition, the Department imposes a technology-based aluminum limit of 2.0 mg/l (30 day average) to protect stream uses.

A settleable solids instantaneous maximum limit of 0.5 ml/l applies to: surface runoff (resulting from a precipitation event of less than or equal to a 10-year 24-hour event) from active mining areas; active areas disturbed by coal refuse disposal activities; mined areas backfilled and revegetated; and all other discharges and drainage (resulting from a precipitation event of greater than 1-year 24-hour to less than or equal to a 10-year 24-hour event) from coal refuse disposal piles. Similarly, modified BAT limits apply to iron, manganese and suspended solids in surface runoff, discharges and drainage resulting from these precipitation events and those of greater magnitude in accordance with 25 Pa. Code §§ 87.102, 88.92, 88.187, 88.292, 89.52 and 90.102.

Exceptions to BAT effluent limits may be applicable in accordance with 25 Pa. Code §§ 87.102, 88.92, 88.187, 88.292, 89.52 and 90.102.

#### *Effluent Limits for Noncoal Mining Activities*

The BAT limits for noncoal mining activities as provided in 40 CFR Part 436 and 25 Pa. Code Chapter 77 are as follows:

<i>Parameter</i>	<i>30-day Average</i>	<i>Daily Maximum</i>	<i>Instantaneous Maximum</i>
Suspended solids	35 mg/l	70 mg/l	90 mg/l
Alkalinity exceeding acidity*		greater than 6.0; less than 9.0	
pH*			

\* The parameter is applicable at all times.

Discharges from noncoal mines located in some geologic settings (for example, in the coal fields) may require additional water quality based effluent limits. If additional effluent limits are needed for an NPDES permit associated with a noncoal mining permit, then the permit description specifies the parameters.

In addition to BAT or WQBEL limits, coal and noncoal NPDES permits establish effluent limitations in the form of implemented Best Management Practices (BMPs) identified in the associated Erosion and Sedimentation Plan, the Reclamation Plan and the NPDES permit application. These BMPs restrict the rates and quantities of associated pollutants from being discharged into surface waters in this Commonwealth.

More restrictive effluent limitations, restrictions on discharge volume or restrictions on the extent of mining that may occur are incorporated into an NPDES permit when necessary for compliance with water quality standards and antidegradation requirements (in accordance with 25 Pa. Code Chapters 91—96).

The procedures for determining the final effluent limits, using a mass-balance equation or model, are found in Technical Guidance Document 362-0600-001, NPDES Program Implementation—Memorandum of Understanding (MOU) Concerning Water Quality Management, NPDES Program Implementation, and Related Matters. Other specific factors to be considered include public comments and Total Maximum Daily Load(s). Additional discharge limitations may apply in the event that unexpected discharges occur.

Discharge rates for surface mining activities are precipitation driven. Discharge rates for proposed discharges associated with underground mining are noted in the permit description.

Persons wishing to comment on an NPDES draft permit should submit a written statement to the Department at the address of the district mining office indicated before each draft permit within 30 days of this public notice. Comments received within the comment period will be considered in the final determinations regarding the NPDES permit applications. Comments must include the name, address and telephone number of the writer and a concise statement to inform the Department of the exact basis of a comment and the relevant facts upon which it is based.

The Department will also accept requests or petitions for a public hearing on NPDES permit applications, as provided in 25 Pa. Code § 92a.82(d). The request or petition for a public hearing shall be filed within 30 days of this public notice and contain the name, address, telephone number and the interest of the party filing the request, and state the reasons why a hearing is warranted. A public hearing may be held if the Department considers the public interest significant. If a hearing is scheduled, a notice of the hearing on the NPDES permit application will be published in the *Pennsylvania Bulletin* and a newspaper of general circulation within the relevant geographical area. When a public hearing is held, the Department will consider comments from the public hearing in the final determination on the NPDES permit application.

#### *Coal NPDES Draft Permits*

*Cambria District Mining Office: 286 Industrial Park Road, Ebensburg, PA 15931, 814-472-1900*

**NPDES No. PA0599557 (Mining Permit No. 56920106). Sherpa Mining Contractors, Inc.**, 337 Benny Road, Hooversville, PA 15936, renewal of an NPDES permit for a surface coal operation in Shade Township, **Somerset County**, affecting 276.0 acres. Receiving streams: unnamed tributary to Hinson Run; unnamed tributary to Shade Creek;

unnamed tributary to Stony Creek classified for the following uses: cold water fisheries. This receiving stream is included in Kiskiminetas—Conemaugh River Watershed TMDL. Application received: September 12, 2013.

Unless otherwise noted for specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for coal mining activities.

The outfall listed below discharge to an unnamed tributary to Hinson Run; unnamed tributary to Shade Creek; unnamed tributary to Stony Creek.

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
003—Treatment Pond	N

The proposed effluent limits for the above listed outfall is as follows:

<i>Outfalls: 003</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	1.5	3.0	3.7
Manganese (mg/l)	1.0	2.0	2.5
Aluminum (mg/l)	.75	1.5	1.8
Total Suspended Solids (mg/l)	35.0	70.0	90.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
004—Sediment Pond	N
005—Sediment Pond	N
006—Sediment Pond	N
008—Sediment Pond	N

The proposed effluent limits for the above listed outfalls are as follows:

<i>Outfalls: 004, 005, 006 &amp; 008</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	1.5	3.0	3.7
Manganese (mg/l)	1.0	2.0	2.5
Aluminum (mg/l)	.75	1.5	1.8
Total Suspended Solids (mg/l)	35.0	70.0	90.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

**NPDES No. PA0234699 (Mining Permit No. 56980103). Wilson Creek Energy, LLC**, 609 Georgian Place, Somerset, PA 15501, renewal of an NPDES permit for reclamation only in Lincoln and Jenner Townships, **Somerset County**, affecting 138.0 acres. Receiving streams: unnamed tributaries to Quemahoning Creek classified for the following uses: cold water fisheries: This receiving stream is included in the Kiski-Conemaugh TMDL. Application received: October 2, 2013.

The outfalls listed below discharge to unnamed tributaries to Quemahoning Creek.

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
003	N
004	N

The proposed effluent limits for the above listed outfalls are as follows:

<i>Outfalls: 003 &amp; 004</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	1.5	3.0	3.7
Manganese (mg/l)	1.0	2.0	2.5
Aluminum (mg/l)	.75	1.5	1.8
Total Suspended Solids (mg/l)	35.0	70.0	90.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

**NPDES No. PA0262471 (Mining Permit No. 56070106). Fieg Brothers**, 3070 Stoystown Road, Stoystown, PA 15563, renewal of an NPDES permit for a surface mine in Brothersvalley Township, **Somerset County**, affecting 36.3 acres. Receiving streams: unnamed tributaries to Hay Run and unnamed tributaries to Buffalo Creek classified for the following uses: cold water fishers. This receiving stream is included in the Buffalo Creek TMDL. Application received: July 15, 2013.

Unless otherwise noted for a specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for coal mining activities.



The outfalls listed below discharge to unnamed tributaries to Buffalo Creek and unnamed tributaries to Hays Run.

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
002	N
003	N

The proposed effluent limits for the above listed outfalls are as follows:

<i>Outfalls: 002 &amp; 003 Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)	2.0	4.0	5.0
Total Suspended Solids (mg/l)	35.0	70.0	90.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

**NPDES No. PA0213055 (Mining permit no. 32950104), Big Mack Leasing Company, Inc.**, 568 Silvis Hollow Road, Kittanning PA 16201, renewal of an NPDES permit for treatment of a post-mining discharge in Young Township, **Indiana County**, affecting 62.9 acres. Receiving stream(s): unnamed tributary to Whiskey Run, classified for the following use(s): cold water fishery. The receiving stream is included in the Kiski-Conemaugh TMDL. Application received: June 16, 2010.

The site includes a pre-existing discharge with effluent limits set at the baseline pollution load in accordance with 25 Pa. Code § 87.207(b).

The outfall(s) listed below discharge to an unnamed tributary of Whiskey Run.

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
004	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Outfalls: Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Iron (mg/l)	1.60	2.05	2.05
Manganese (mg/l)	5.23	6.70	6.70
Aluminum (mg/l)	4.00	5.57	5.57
Total Suspended Solids (mg/l)	35.0	70.0	90.0
Osmotic Pressure (milliosmoles/kg)	50.0	50.0	50.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

**NPDES No. PA0263401 (Mining Permit No. 32070103), RES Coal LLC**, 224 Grange Hall Road P.O. Box 228 Armagh, PA 15920, renewal of an NPDES permit for surface coal mining in East Mahoning Township, **Indiana County**, affecting 201.4 acres. Receiving stream: Little Mahoning Creek, classified for the following use: High Quality-Cold Water Fishery. Application received: October 24, 2013.

Although this is a renewal mining operations have not yet been activated on site and following outfalls have not yet been constructed.

The outfalls listed below require a non-discharge alternative:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
001 (A)	N
002 (B)	N
003 (C)	N
004 (D)	N
005 (E)	N
006 (F)	N

There is no proposed surface discharge from the above listed facilities to the receiving stream due to the implementation of Best Management Practices in the form of infiltration galleries. The only potential point source discharges to surface water are the discharges from the emergency spillway of a sediment pond during precipitation that exceeds a 10 yr/24 hr event. BAT limits will be applied to the outfall effluent entering the infiltration galleries for the protection of the groundwater. Effluent limits for the emergency spillways are as follows:

*Outfalls: 001 (A), 002 (B), 003 (C), and 004 (D)*

*Emergency Spillways Only*

<i>(During &gt;10-yr/24-hr Precipitation Event) Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Total Suspended Solids (mg/L)	N/A	N/A	69.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

**NPDES No. PA058976 (Mining permit no. 56900112), Rosebud Mining Company**, 301 Market Street, Kittanning, PA 16201, revised NPDES permit for a bituminous surface mine in Summit Township, **Somerset County**, affecting 650 acres. Receiving stream(s): Stony Batter Run and Shafer Run, classified for the following use(s): cold water fishery. This receiving stream is included in the Casselman River TMDL. Application received: December 5, 2013.

Unless otherwise noted for a specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for coal mining activities.

The treated wastewater outfall(s) listed below discharge to Stony Batter Run:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
001	N
003	N
014	N
016	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Outfalls: 001</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)			1.8
Total Suspended Solids	35.0	70.0	90.0
Osmotic Pressure (milliosmoles/kg)			69.0

pH (S.U.): Must be between 6.0 and 10.0 standard units at all times  
Alkalinity must exceed acidity at all times

<i>Outfalls: 003</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)			1.8
Total Suspended Solids	35.0	70.0	90.0
Osmotic Pressure (milliosmoles/kg)			50.0

pH (S.U.): Must be between 6.0 and 10.0 standard units at all times  
Alkalinity must exceed acidity at all times

<i>Outfalls: 014</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)			2.1
Total Suspended Solids	35.0	70.0	90.0
Osmotic Pressure (milliosmoles/kg)			50.0

pH (S.U.): Must be between 6.0 and 10.0 standard units at all times  
Alkalinity must exceed acidity at all times

<i>Outfalls: 016</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)			4.0
Total Suspended Solids	35.0	70.0	90.0
Osmotic Pressure (milliosmoles/kg)			69.0

pH (S.U.): Must be between 6.0 and 10.0 standard units at all times  
Alkalinity must exceed acidity at all times

The treated wastewater outfall(s) listed below discharge to Shafer Run:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
015	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Outfalls: 015</i> <i>Parameter</i>	<i>30-Day</i> <i>Average</i>	<i>Daily</i> <i>Maximum</i>	<i>Instant.</i> <i>Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)			4.0
Total Suspended Solids	35.0	70.0	90.0

<i>Outfalls: 015</i>	<i>30-Day</i>	<i>Daily</i>	<i>Instant.</i>
<i>Parameter</i>	<i>Average</i>	<i>Maximum</i>	<i>Maximum</i>
Osmotic Pressure (milliosmoles/kg)			50.0
pH (S.U.): Must be between 6.0 and 10.0 standard units at all times			
Alkalinity must exceed acidity at all times			

The stormwater outfall(s) listed below discharge to Stony Batter Run:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
007	N
008	N
009	N
013	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Outfalls: 007, 008, 009, 013</i>	<i>30-Day</i>	<i>Daily</i>	<i>Instant.</i>
<i>Parameter</i>	<i>Average</i>	<i>Maximum</i>	<i>Maximum</i>
Iron (mg/l)			7.0
Manganese (mg/l)			5.0
Total Suspended Solids	35.0	70.0	90.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

The stormwater outfall(s) listed below discharge to Shafer Run:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>
010	N
011	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Outfalls: 010, 011</i>	<i>30-Day</i>	<i>Daily</i>	<i>Instant.</i>
<i>Parameter</i>	<i>Average</i>	<i>Maximum</i>	<i>Maximum</i>
Iron (mg/l)			7.0
Manganese (mg/l)			5.0
Total Suspended Solids	35.0	70.0	90.0
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

*Greensburg District Mining Office: Armbrust Professional Center, 8205 Route 819, Greensburg, PA 15601, 724-925-5500*

**NPDES No. PA0252301 (Mining permit no. 26130101), Amerikohl Mining, Inc.**, 1384 State Route 711, Stahlstown, PA 15687, new NPDES permit for a bituminous surface mine in Franklin Township, **Fayette County**, affecting 19.7 acres. Receiving stream: unnamed tributary to Bolden Run, classified for the following use: WWF. Application received: July 3, 2013.

Unless otherwise noted for a specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for coal mining activities.

The treated wastewater outfall(s) listed below discharge to unnamed tributary to Bolden Run:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>	<i>Type</i>
002 (TFA)	Y	Treatment Facility
004 (TFB)	Y	Treatment Facility

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Outfalls:</i>	<i>30-Day</i>	<i>Daily</i>	<i>Instant.</i>
<i>Parameter</i>	<i>Average</i>	<i>Maximum</i>	<i>Maximum</i>
Iron (mg/l)	1.5	3.0	3.7
Manganese (mg/l)	1.0	2.0	2.5
Aluminum (mg/l)	0.75	1.5	1.8
Total Suspended Solids (mg/l)	35	70	90
Total Dissolved Solids (mg/l)			REPORT
Sulfates (mg/l)			REPORT
pH (S.U.): Must be between 6.0 and 9.0 standard units at all times			
Alkalinity must exceed acidity at all times			

The stormwater outfall(s) listed below discharge to unnamed tributary to Bolden Run:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>	<i>Type</i>
001	Y	Sediment Pond
003	Y	Sediment Pond

The proposed effluent limits for the above listed outfall(s) are as follows: for dry weather discharges

<i>Outfalls: Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Iron (mg/l)	1.5	3.0	3.7
Manganese (mg/l)	1.0	2.0	2.5
Aluminum (mg/l)	0.75	1.5	1.8
Total Suspended Solids (mg/l)	35	70	90

pH (S.U.): Must be between 6.0 and 9.0 standard units at all times

Alkalinity must exceed acidity at all times

*Moshannon District Mining Office: 186 Enterprise Drive, Philipsburg, PA 16866, 814-342-8200*

**NPDES No. PA0269590 (Contract no. 17-13-03), Strishock LLC**, 220 Hillcrest Drive, DuBois, PA 15801, new NPDES permit for abandoned mine reclamation in Decatur Township, **Clearfield County**, affecting 31.6 acres. Receiving stream(s): Morgan Run to Clearfield Creek classified for the following use(s): CWF. [Within the Clearfield Creek Watershed TMDL] Application received: November 13, 2013.

Unless otherwise noted for a specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for coal mining activities.

The outfall(s) listed below discharge to Morgan Run:

<i>Outfall No.</i>	<i>New Outfall (Y/N)</i>
SB-A	Yes
SB-B	Yes

The outfall(s) listed below require a non-discharge alternative:

<i>Outfall No.</i>	<i>New Outfall (Y/N)</i>
TB-1	Yes

There is no proposed surface discharge from the above listed facilities to the receiving stream due to the implementation of Best Management Practices.

*Noncoal NPDES Draft Permits*

*Greensburg District Mining Office: Armbrust Professional Center, 8205 Route 819, Greensburg, PA 15601, 724-925-5500*

**NPDES No. PA0250406 (Mining permit no. 03020402), Allegheny Mineral Corp.**, P.O. Box 1022, Kittanning, PA 16201, renewal NPDES permit for a large noncoal surface mine in West Franklin Township, **Armstrong County**, affecting 52.3 acres. Receiving streams: unnamed tributary to Buffalo Creek and Buffalo Creek, classified for the following use: HQ-TSF. Application received: October 30, 2013.

Unless otherwise noted for a specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for coal mining activities.

The treated wastewater outfall(s) listed below discharge to unnamed tributary to Buffalo Creek:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>	<i>Type</i>
003	N	Treatment

The proposed effluent limits for the above listed outfall(s) are as follows: for dry weather discharges

<i>Outfalls: Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Iron (mg/l)	3.0	6.0	7.0
Manganese (mg/l)	2.0	4.0	5.0
Aluminum (mg/l)	7.0	4.0	5.0
Total Suspended Solids (mg/l)	35	70	90

pH (S.U.): Must be between 6.0 and 9.0 standard units at all times

Alkalinity must exceed acidity at all times

The stormwater outfall(s) listed below discharge to unnamed tributary to Buffalo Creek and Buffalo Creek:

<i>Outfall Nos.</i>	<i>New Outfall (Y/N)</i>	<i>Type</i>
001	N	E & S
002	N	E & S

The proposed effluent limits for the above listed outfall(s) are as follows: for precipitation events less than or equal to a 10 year/24 hour storm event

<i>Outfalls: Parameter</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
Iron (mg/l)	NA	NA	7.0
Total Suspended Solids (mg/l)	35	70	90

pH (S.U.): Must be between 6.0 and 9.0 standard units at all times

Alkalinity must exceed acidity at all times

*Knox District Mining Office: P.O. Box 669, 310 Best Avenue, Knox, PA 16232-0669, 814-797-1191*

**NPDES No. PA0242276 (Permit No. 37020307), Amerikohl Aggregates, Inc.** (202 Sunset Drive, Butler, PA 16001) Renewal of an NPDES permit for a large industrial minerals surface mine in Wayne Township, **Lawrence County**, affecting 243.4 acres. Receiving streams: Unnamed tributaries to Beaver River and unnamed tributary to Snake Run, both classified for the following uses: WWF. TMDL: None. Application received: November 27, 2013.

Unless otherwise noted for a specific outfall, the proposed effluent limits for all outfalls in this permit are the BAT limits described above for noncoal mining activities.

The outfall(s) listed below discharge to unnamed tributaries to Beaver River and unnamed tributary to Snake Run:

<i>Outfall No.</i>	<i>New Outfall (Y/N)</i>
TP05	N
TP06	N
TP07	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Parameter</i>	<i>Minimum</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
pH <sup>1</sup> (S.U.)	6.0			9.0
Iron (mg/l)		3	6	7
Manganese (mg/l)		2	4	5
Alkalinity greater than acidity <sup>1</sup>				
Total Suspended Solids (mg/l)		35	70	90

<sup>1</sup>The parameter is applicable at all times.

The outfall(s) listed below discharge to unnamed tributaries to Beaver River and unnamed tributary to Snake Run:

<i>Outfall No.</i>	<i>New Outfall (Y/N)</i>
SP01	N
SP02	N
SP03	N
SP04	N
SP09	N
SP11	N

The proposed effluent limits for the above listed outfall(s) are as follows:

<i>Parameter</i>	<i>Minimum</i>	<i>30-Day Average</i>	<i>Daily Maximum</i>	<i>Instant. Maximum</i>
pH <sup>1</sup> (S.U.)	6.0			9.0
Alkalinity greater than acidity <sup>1</sup>				
Total Settleable Solids (ml/l)				0.5
Suspended Solids (mg/l)				90

**NPDES No. PA0258997 (Permit No. 25100303), McDonald Sand & Gravel, Inc.** (11425 Neiger Road, Girard, PA 16417) Transfer of an NPDES permit for a large industrial minerals surface mine in Springfield Township, **Erie County**, affecting 43.0 acres. Receiving streams: Crooked Creek, classified for the following uses: HQ-CWF. TMDL: None. Application received: January 6, 2014.

There are no point source discharges for this site.

## FEDERAL WATER POLLUTION CONTROL ACT, SECTION 401

The following permit applications, requests for Environmental Assessment approval and requests for 401 Water Quality Certification have been received by the Department. Section 401 of the Federal Water Pollution Control Act (FWPCA) (33 U.S.C.A. § 1341) requires the Commonwealth to certify that the involved projects will not violate the sections 301—303, 306 and 307 of the FWPCA (33 U.S.C.A. §§ 1311—1313, 1316 and 1317) as well as relevant State requirements. Persons objecting to approval of a request for certification under section 401 of the FWPCA, the issuance of a Dam Permit or Water Obstruction and Encroachment Permit or the approval of an Environmental Assessment shall submit comments, suggestions or objections within 30 days of the date of this notice as well as any questions to the office noted before an application. Comments should contain the name, address and telephone number of the person

commenting, identification of the certification request to which the comments or objections are addressed and a concise statement of comments, objections or suggestions including the relevant facts upon which they are based.

The Department may conduct a fact-finding hearing or an informal conference in response to comments if deemed necessary. Each individual will be notified, in writing, of the time and place of a scheduled hearing or conference concerning the certification request to which the comment, objection or suggestion relates. Maps, drawings and other data pertinent to the certification request are available for inspection between 8 a.m. and 4 p.m. on working days at the office noted before the application.

Persons with a disability who wish to attend the hearing and require an auxiliary aid, service or other accommodation to participate in the proceedings should contact the specified program. TDD users may contact the Department through the Pennsylvania AT&T Relay Service at (800) 654-5984.



**Applications Received under the Dam Safety and Encroachments Act (32 P. S. §§ 693.1—693.27) and section 302 of the Flood Plain Management Act (32 P. S. § 679.302) and Requests for Certification under section 401(a) of the FWPCA.**

**WATER OBSTRUCTIONS AND ENCROACHMENTS**

*Northeast Region: Waterways and Wetlands Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915, Telephone 570-826-2511.*

**E13-177. Carbon County Conservation District**, 5664 Interchange Road, Lehigh, PA 18235, in Nesquehoning Borough, **Carbon County**, U.S. Army Corps of Engineers, Philadelphia District.

To construct and maintain a 1,040-foot long stream channel restoration project along the south bank of Nesquehoning Creek (CWF, MF) consisting of the following work: Five rock cross vanes with scour pools, 450-L.F. of boulderbank revetment areas with log deflectors, 510-L.F. of vegetated riprap, fish enhancement structures such as random boulder placement and plantings along the streambanks, and a reduction of existing side slopes and bank height along the entire reach of the project. The project is located north of Park Avenue, approximately 3.1 miles west of the intersection of S.R. 209 and S.R. 93 (Nesquehoning, PA Quadrangle Latitude: 40° 51' 32"; Longitude: -75° 50' 47.8") in Nesquehoning Borough, Luzerne County.

**E48-427. Bland Company, LLC**, 2005 City Line Road, Bethlehem, PA 18017, in Forks Twp., **Northampton County**, U.S. Army Corps of Engineers, Philadelphia District.

To fill a 0.72 acre man-made pond within the Bushkill Creek Watershed (HQ-CWF, MF) for the purpose of future commercial development. The project is located on the Northeast corner of the intersection of Sullivan Trail and Zucksville Road/Rensselaer Avenue (Easton, PA Quadrangle, Latitude: 40° 43' 13.2"; Longitude: -75° 13' 21.3") in Forks Township, Northampton County. Subbasin: 1F.

*Southcentral Region: Waterways & Wetlands Program, 909 Elmerton Avenue, Harrisburg, PA 17110, Ed Muzic, Section Chief, 717.705.4802.*

**E05-375: Pennsylvania Department of Transportation, Engineering District 9-0**, 1620 North Juniata Street, Hollidaysburg, PA 16648 in Bedford Township and Bedford Borough, **Bedford County**. Army Corps of Engineers Baltimore District.

To construct a 5,900' long, 10' wide pedestrian trail with two new single span, prefabricated truss bridges on reinforced concrete abutments and wingwalls constructed over Shober's Run (CWF, MF, HQ) for the purpose of connecting an existing trail loop in the Borough of Bedford to the Bedford Springs Country Club. The bridge farthest upstream will have a normal clear span of 72' on a 90 degree skew with the channel and with a minimum underclearance of 5.67'. The downstream bridge will have a normal clear span of 87' on a 90 degree skew with the channel and with a minimum underclearance of 5.44'. The project will permanently impact 0.0011 acre (50 square feet) of Palustrine Emergent wetlands. The amount of wetland impact is considered a de minimus impact and wetland mitigation is not required. The project is located between Bedford Springs Country Club and the Borough of Bedford adjacent to SR 4009 in Bedford Township and Bedford Borough, Bedford County (Bedford, PA Quadrangle, Latitude: 39° 59' 49", Longitude: -78° 30' 09").

**E06-695, PA Department of Transportation Engineering District 5-0**, 1002 Hamilton Street Allentown, Pa., in Exeter Township, **Berks County**, U.S. Army Corps of Engineers, Philadelphia District.

To construct and maintain 1) Approximately 1,400 lineal feet of new roadway alignment, 2) a dual span pre-stressed concrete bridge with normal spans of 89.81 feet, skewed 70 degree, out to out width of 25.37 feet and an average under clearance of 11.10 feet in and across Antietam Creek (CWF, MF) impacting 27 linear feet, in and across an Unnamed Tributary to Antietam Creek (CWF, MF) impacting 27 linear feet, permanently filling and spanning 0.04 acre of a Palustrine Emergent (PEM)/Palustrine Scrub Shrub (PSS) Wetland, and temporarily impacting 0.06 acre of PEM/PSS Wetland, 3) construct and maintain a 18-inch diameter outfall with a R-4 rip rap apron in the floodway of and to an Unnamed Tributary to Antietam Creek (CWF, MF), and 4) bank cribbing in and along 60 linear feet of Antietam Creek (CWF, MF).

The following activity is waived under Chapter 105.12(a)(6). Fill approximately 0.11 acre of PEM wetland in a storm water management basin.

The project proposes 0.1 acre of palustrine emergent and palustrine scrub shrub wetland impacts (0.04 acre permanent and 0.06 acre temporary) and 112 feet of watercourse impacts, all for the purpose of improving transportation safety and roadway standards at the intersection of SR 0422 and Shelbourne Road. The project is located along Shelbourne Road and SR 0422 in Exeter Township, Berks County (Birdsboro, PA Quadrangle Latitude: 40° 17' 54", Longitude: -75° 50' 57"). The applicant proposes de minimus permanent wetland impacts.

*Northcentral Region: Waterways & Wetlands Program Manager, 208 West Third Street, Williamsport, PA 17701, 570-327-3636*

**E60-218. Union County Commissioners**, 155 North 15th Street, Lewisburg, PA 17837. T-309 over Penns Creek, in Hartley Township, **Union County**, ACOE Baltimore District (Beavertown, PA Quadrangle N: 40° 52'15"; W: -77°11'01").

To: 1) remove an existing single span riveted through truss bridge with stone masonry abutments / wingwalls with a clear span of 159.4 feet with an underclearance of 15.6 feet, 2) construct and maintain a three span continuous composite pre-stressed concrete bulb-tee beam bridge with reinforced concrete abutments, wingwalls and two piers with a total clear span of 202.5 feet and underclearance of 13.57 feet at mid-span over Penns Creek, 3) fill 354 square feet of wetlands to construct the new southern pier, 4) construct and maintain a temporary R-7 riprap and culvert pipe causeway in the right half of the stream channel, all of which is located 0.25 mile south on SR 3004 from SR 3001. This project proposes to permanently impact 175 linear feet and temporarily 95 linear feet of Penns Creek, which is classified as a warm water and migratory fish waterway.

*District Oil & Gas Operations: Eastern Oil & Gas District, 208 West Third Street, Suite 101, Williamsport, PA 17701*

**E5829-068. Williams Field Services Company, LLC**; Park Place Corporate Center 2, 2000 Commerce Park Drive, Pittsburgh, PA 15275; Gibson Township, **Susquehanna County**, ACOE Baltimore District.

To construct, operate, and maintain:

1) a 16-inch diameter natural gas pipeline, temporary timber bridge crossing, and a permanent stream crossing utilizing 2—48 inch diameter culverts impacting 69 linear feet of an unnamed tributary to Butler Creek (CWF-MF) (Harford, PA Quadrangle; N 41° 47' 27" Lat., W -75° 39' 58" Long.),

2) a 16-inch diameter natural gas pipeline and a temporary timber bridge crossing impacting 61 linear feet of Butler Creek (CWF-MF) (Harford, PA Quadrangle; N 41° 47' 7" Lat., W -75° 39' 33" Long.),

3) a 16-inch diameter natural gas pipeline and a temporary timber bridge crossing impacting 67 linear feet of an unnamed tributary to Butler Creek (CWF-MF) (Harford, PA Quadrangle; N 41° 46' 54" Lat., W -75° 39' 14" Long.),

4) a temporary timber bridge crossing impacting 3,025 square feet (0.07 acre) of a PEM wetland (Harford, PA Quadrangle; N 41° 47' 13" Lat., W -75° 39' 40" Long.),

5) a 16-inch diameter natural gas pipeline and a temporary timber bridge crossing impacting 15,920 square feet (0.37 acre) of a PEM wetland (Harford, PA Quadrangle; N 41° 47' 07" Lat., W -75° 39' 34" Long.).

The project consists of constructing approximately 12,330 lineal feet (2.34 miles) of 16" natural gas gathering line, within a maintained 75 foot permanent right of way located in Gibson Township, Susquehanna County. The project will result in 128 lineal feet of temporary stream impacts, 69 lineal feet of permanent stream impacts, and 0.43 acre of temporary emergent wetland impacts, all for the purpose of conveying Marcellus Shale natural gas to market.

**E4129-085: Anadarko Marcellus Midstream, L.L.C.**, 33 West Third Street, Suite 200, Williamsport, PA 17701, Cogan House and Cummings Townships, **Lycoming County**, ACOE Baltimore District.

To construct, operate, and maintain:

1) two 6-inch natural gas lines, two 6-inch water lines, one 12-inch water line, one fiber optic/ electric line, and a timber mat bridge impacting 95 linear feet of an unnamed tributary to Little Pine Creek (EV, MF) and 23 square feet of adjacent palustrine emergent (PEM) wetland (English Center, PA Quadrangle 41°28'21"N, 77°15'12"W);

2) two 6-inch natural gas lines, two 6-inch water lines, one 12-inch water line, one fiber optic/ electric line, and a timber mat bridge impacting 62 linear feet of an unnamed tributary to Texas Creek (EV, MF) and 232 square feet of adjacent palustrine emergent (PEM) wetland (English Center, PA Quadrangle 41°28'23"N, 77°15'07"W);

3) two 6-inch natural gas lines, two 6-inch water lines, one 12-inch water line, one fiber optic/ electric line, and a timber mat bridge impacting 70 linear feet of Texas Creek (EV, MF) (English Center, PA Quadrangle 41°28'24"N, 77°15'05"W);

4) two 6-inch natural gas lines, two 6-inch water lines, one 12-inch water line, and one fiber optic/ electric line impacting 18 linear feet of an unnamed tributary to Blockhouse Creek (EV, MF) and 1,931 square feet of adjacent palustrine emergent (PEM) wetland (White Pine, PA Quadrangle 41°28'27"N, 77°14'56"W).

The project will result in a total of 245 linear feet of stream impacts and 0.05 acre of wetland impacts all for

the purpose of installing a natural gas gathering line, water line, and temporary access roadways for Marcellus well development.

**E5829-069. Williams Field Services Company, LLC;** Park Place Corporate Center 2, 2000 Commerce Park Drive, Pittsburgh, PA 15275; Ararat, Gibson, and Jackson Townships, **Susquehanna County**, ACOE Baltimore District.

To construct, operate, and maintain:

1) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 104 linear feet of an unnamed tributary to Tunkhannock Creek (EV, CWF-MF) (Thompson, PA Quadrangle; N 41° 49' 12" Lat., W -75° 33' 40" Long.),

2) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 62 linear feet of an unnamed tributary to Tunkhannock Creek (EV, CWF-MF) (Thompson, PA Quadrangle; N 41° 49' 22" Lat., W -75° 33' 32" Long.),

3) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 4,020 square feet (0.09 acre) of a PEM wetland (Thompson, PA Quadrangle; N 41° 49' 01" Lat., W -75° 33' 49" Long.),

4) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 21,132 square feet (0.49 acre) of a PEM wetland (Thompson, PA Quadrangle; N 41° 48' 54" Lat., W -75° 33' 54" Long.),

5) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 81 linear feet of an unnamed tributary to Tunkhannock Creek (EV, CWF-MF) (Thompson, PA Quadrangle; N 41° 48' 49" Lat., W -75° 33' 54" Long.),

6) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 1,214 square feet (0.03 acre) of a PEM wetland (Thompson, PA Quadrangle; N 41° 48' 49" Lat., W -75° 33' 54" Long.),

7) a 16-inch diameter natural gas pipeline and temporary timber bridge crossing impacting 14,565 square feet (0.33 acre) of a PEM wetland (Thompson, PA Quadrangle; N 41° 48' 24" Lat., W -75° 34' 09" Long.),

8) a 16-inch diameter natural gas pipeline crossing impacting 98 square feet (0.01 acre) of a PEM wetland (Thompson, PA Quadrangle; N 41° 48' 21" Lat., W -75° 34' 08" Long.),

9) a 16-inch diameter natural gas pipeline crossing impacting 27 linear feet of an unnamed tributary to Tunkhannock Creek (EV, CWF-MF) (Thompson, PA Quadrangle; N 41° 48' 26" Lat., W -75° 34' 04" Long.),

10) a 16-inch diameter natural gas pipeline crossing impacting 6 linear feet of an unnamed tributary to Tunkhannock Creek (EV, CWF-MF) (Thompson, PA Quadrangle; N 41° 48' 30" Lat., W -75° 34' 00" Long.),

11) a 16-inch diameter natural gas pipeline crossing impacting 85 square feet (0.01 acre) of a PSS wetland (Thompson, PA Quadrangle; N 41° 48' 30" Lat., W -75° 34' 00" Long.).

The project consists of constructing approximately 13,950 lineal feet (2.7 miles) of 16" natural gas gathering line, within a maintained 50 to 75 foot permanent right of way located in Ararat, Gibson, and Jackson Townships, Susquehanna County. The project will result in 280 lineal feet of temporary stream impacts, and 0.94 acre of temporary wetland impacts, all for the purpose of conveying Marcellus Shale natural gas to market.

## STORAGE TANKS SITE-SPECIFIC INSTALLATION PERMITS

The following Storage Tank Site-Specific Installation Permit application has been received by the Department of Environmental Protection (Department) and is currently under review. Persons wishing to comment on the proposed permit are invited to submit a statement to the Bureau of Environmental Cleanup and Brownfields, Division of Storage Tanks, PO Box 8762, Harrisburg, PA 17105-8762, within 30 days from the date of this publication. Comments received within this 30-day period will be considered in the formulation of the final determinations regarding this application. Responses should include the name, address and telephone number of the writer and a concise statement to inform the Department of the exact basis of the comment and the relevant facts upon which it based.

**The following applications have been received for Storage Tank Site-Specific Installation Permits under the authority of the Storage Tank Spill Prevention Act (35 P. S. §§ 6021.304, 6021.504, 6021.1101—6021.1102) and under 25 Pa. Code Chapter 245, Subchapter C.**

<i>SSIP Application No.</i>	<i>Applicant Name &amp; Address</i>	<i>County</i>	<i>Municipality</i>	<i>Tank Type</i>	<i>Tank Capacity</i>
14001	Reed Oil Company 511 Montgomery Avenue New Castle, PA 16117 Attn: Loren Hagerman	Erie	Venango Township	5 ASTs storing petroleum products	77,000 gallons total

## ACTIONS

### THE PENNSYLVANIA CLEAN STREAMS LAW AND THE FEDERAL CLEAN WATER ACT

#### FINAL ACTIONS TAKEN FOR NPDES PERMITS AND WQM PERMITS

The Department has taken the following actions on previously received applications for new, amended and renewed NPDES and WQM permits, applications for permit waivers and NOIs for coverage under General Permits. This notice of final action is provided in accordance with 25 Pa. Code Chapters 91 and 92a and 40 CFR Part 122, implementing provisions of The Clean Streams Law (35 P. S. §§ 691.1—691.101) and the Federal Clean Water Act (33 U.S.C.A. §§ 1251—1376).

<i>Location</i>	<i>Permit Authority</i>	<i>Application Type or Category</i>
Section I	NPDES	Renewals
Section II	NPDES	New or Amendment
Section III	WQM	Industrial, Sewage or Animal Wastes; Discharges to Groundwater
Section IV	NPDES	MS4 Individual Permit
Section V	NPDES	MS4 Permit Waiver
Section VI	NPDES	Individual Permit Stormwater Construction
Section VII	NPDES	NOI for Coverage under NPDES General Permits

Sections I—VI contain actions regarding industrial, animal or sewage wastes discharges, discharges to groundwater, and discharges associated with MS4, stormwater associated with construction activities and CAFOs. Section VII contains notices for parties who have submitted NOIs for Coverage under General NPDES Permits. The approval for coverage under these General NPDES Permits is subject to applicable effluent limitations, monitoring, reporting requirements and other conditions in each General Permit. The approval of coverage for land application of sewage sludge or residential septage under applicable general permit is subject to pollutant limitations, pathogen and vector attraction reduction requirements, operational standards, general requirements, management practices and other conditions in the respective permit. The permits and related documents, effluent limitations, permitting requirements and other information are on file and may be inspected and arrangements made for copying at the contact office noted before the action.

Persons aggrieved by an action may appeal that action to the Environmental Hearing Board (Board) under section 4 of the Environmental Hearing Board Act (35 P. S. § 7514) and 2 Pa.C.S. §§ 501—508 and 701—704 (relating to Administrative Agency Law). The appeal should be sent to the Environmental Hearing Board, Second Floor, Rachel Carson State Office Building, 400 Market Street, PO Box 8457, Harrisburg, PA 17105-8457, (717) 787-3483. TDD users may contact the Board through the Pennsylvania Relay Service, (800) 654-5984. Appeals must be filed with the Board within 30 days of publication of this notice in the *Pennsylvania Bulletin* unless the appropriate statute provides a different time period. Copies of the appeal form and the Board's rules of practice and procedure may be obtained from the Board. The appeal form and the Board's rules of practice and procedure are also available in Braille or on audiotape from the Secretary to the Board at (717) 787-3483. This paragraph does not, in and of itself, create a right of appeal beyond that permitted by applicable statutes and decisional law.

For individuals who wish to challenge an action, the appeal must reach the Board within 30 days. A lawyer is not needed to file an appeal with the Board.

Important legal rights are at stake, however, so individuals should contact a lawyer at once. Persons who cannot afford a lawyer may qualify for free pro bono representation. Call the Secretary to the Board at (717) 787-3483 for more information.



### I. NPDES Renewal Permit Actions

*Northeast Regional Office: Clean Water Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915. Phone: 570.826.2511.*

<i>NPDES No. (Type)</i>	<i>Facility Name &amp; Address</i>	<i>County &amp; Municipality</i>	<i>Stream Name (Watershed No.)</i>	<i>EPA Waived Y/N?</i>
PA0063240 (Sewage)	Lehigh Township Municipal Authority—Danielsville WWTP 1069 Municipal Road Walnutport, PA 18088	Northampton County Lehigh Township	Bertsch Creek (2-C)	Y
PA0053872 (Sewage)	Red Hill Water Authority Kemmerer Spring WWTP Sigmund Road Upper Milford Twp, PA 18076	Lehigh County Upper Milford Township	Perkiomen Creek (3-E)	Y

*Southwest Regional Office: Regional Clean Water Program Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

<i>NPDES No. (Type)</i>	<i>Facility Name &amp; Address</i>	<i>County &amp; Municipality</i>	<i>Stream Name (Watershed No.)</i>	<i>EPA Waived Y/N?</i>
PA0218502 (Industrial Waste)	Left Bank Concrete Batch Plant State Route 88 Charleroi, PA 15022	Washington County Charleroi Borough	Monongahela River (19-C)	Y

*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

<i>NPDES No. (Type)</i>	<i>Facility Name &amp; Address</i>	<i>County &amp; Municipality</i>	<i>Stream Name (Watershed #)</i>	<i>EPA Waived Y/N ?</i>
PA0025283 (Sewage)	Knox Borough STP 194 McElhattan Road, Knox, PA 16232	Clarion County Knox Borough	Canoe Creek (17-B)	Y

### II. New or Expanded Facility Permits, Renewal of Major Permits and EPA Nonwaived Permit Actions

*Northeast Region: Clean Water Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915. Phone: 570-826-2511.*

**NPDES Permit No. PA0063711**, Sewage, SIC Code 4952, **Central Carbon Municipal Authority**, 1000 Lehigh Drive, Lehigh, PA 18235-2239.

This existing facility is located in Mahoning Township, **Carbon County**.

Description of Existing Action/Activity: Issuance of an NPDES Permit for an existing discharge of treated Sewage.

*Southcentral Region: Clean Water Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone: 717-705-4707.*

**NPDES Permit No. PA0051781, Amendment #1**, Industrial Waste, **Dean Miller**, Reading Area Water Authority Berks County, 1801 Kutztown Road, Reading, PA 19604.

This proposed facility is located in Ontelaunee Township, **Berks County**.

Description of Proposed Action/Activity: Authorization to discharge to Watershed 3-B.

*Northcentral Regional Office: Regional Clean Water Program Manager, 208 W Third Street Suite 101, Williamsport, PA 17701-6448. Phone: 570.327.0530.*

**NPDES Permit No. PA0234028 A-1**, Sewage, SIC Code 4952, **University Area Joint Authority**, 1576 Spring Valley Road, State College, PA 16801-8499.

This existing facility is located in College Township, **Centre County**.

Description of Existing Action/Activity: Issuance of an NPDES Permit for an existing discharge of treated Sewage.

### III. WQM Industrial Waste and Sewerage Actions under The Clean Streams Law

*Southcentral Region: Clean Water Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone: 717-705-4707.*

**WQM Permit No. 0513402**, Sewerage, **Patti Foor**, West Providence Township Municipal Authority, 83 East Fifth Avenue, Everett, PA 15537.

This proposed facility is located in West Providence Township, **Bedford County**.

Description of Proposed Action/Activity: Permit approval for the replacement of the existing sewer system with new PVC sanitary sewers in Basin 1, 2, 3 and Everett Basin. Upgrade existing Pump Station No. 1, 2, and 3.

**WQM Permit No. 3113401, Amendment No. 1**, Sewerage, **Mr. Robert Fowler**, Grier Foundation, PO Box 308, Tyrone, PA 16685.

This proposed facility is located in Warriors Mark Township, **Huntingdon County**.

Description of Proposed Action/Activity: Permit approval for the installation of an aerated 8000-gallon steel tank for sludge storage, as an additional unit to the extended aeration wastewater treatment facilities at Grier School. The existing facilities consist of two aeration tanks, two clarifiers and one chlorine contact tank.

**WQM Permit No. 2292402, Amendment No. 2**, Sewerage, **James Perano**, PO Box 677, Morgantown, PA 19543.

This proposed facility is located in Halifax Township, **Dauphin County**.

Description of Proposed Action/Activity: Permit approval for the installation of a precast rectangular 500-gallon septic tank and a two tube de-chlorination tablet dispenser at the front end of the tank and two air diffusers in the tank for post aeration at Alex Acres Mobile Home Park.

**WQM Permit No. 0613408**, Sewerage, **Michael Montondo**, Geigertown Area Joint Authority, 1445 E. Main Street, Douglassville, PA 19518.

This proposed facility is located in Robeson Township, **Berks County**.

Description of Proposed Action/Activity: Permit approval for the construction / operation of a new sanitary collection system within the Geigertown Area and a conveyance system consisting of two pump stations in series and force main.

**WQM Permit No. 0686404, Amendment No. 4**, Sewerage, **Ralph Johnson**, Reading City Berks County, 815 Washington Street, Reading, PA 19601.

This proposed facility is located in Reading City, **Berks County**.

Description of Proposed Action/Activity: Permit approval for modifications of sewage facilities consisting of: The conversion of two existing secondary anaerobic digesters (No. 4 and No. 5) to primary anaerobic digesters by installation of new mixers, boilers, heat exchange units, and associated pumps at the Fritz Island STP.

**WQM Permit No. 0610201, Amendment #1**, Industrial Waste, **Dean Miller**, Reading Area Water Authority Berks County, 1801 Kutztown Road, Reading, PA 19604.

This proposed facility is located in Ontelaunee Township, **Berks County**.

Description of Proposed Action/Activity: Permit authorization for the modification of industrial wastewater facilities consisting of: Relocation of outfall 001, 750 feet downstream and replacement of existing 15 inch diameter clay pipe with 21 inch PVC effluent discharge pipe and 18 inch PVC stormwater pipe.

*Northcentral Regional Office: Regional Clean Water Program Manager, 208 W Third Street Suite 101, Williamsport, PA 17701-6448. Phone: 570.327.0530.*

**WQM Permit No. 4913404 A-1**, Sewage, SIC Code 4952, **Northumberland Borough Northumberland County**, 175 Orange Street, Northumberland, PA 17957.

This existing facility is located in Northumberland Borough, **Northumberland County**.

Description of Proposed Action/Activity: Permit is amended to approve design changes to plant upgrade.

*Southwest Region: Clean Water Program Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

**WQM Permit No. 5611402-A1, Somerset Borough Somerset County**, 347 W Union Street, Somerset, PA 15501.

This existing facility is located in Somerset Borough, **Somerset County**.

Description of Proposed Action/Activity: Description of Proposed Action/Activity: The Applicant proposes to construct three manholes and approximately 950 feet of 18-inch diameter sanitary relief sewer line in modifications to the previously approved sewer lines of different diameters.

*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

**WQM Permit No. 4299401**, Sewage, Amendment No. 2, **Smethport Borough Authority**, 201 West Main Street, PO Box 427, Smethport, PA 16749.

This existing facility is located in Smethport Borough, **McKean County**.

Description of Proposed Action/Activity: This amendment approves the modification/operation of sewerage wastewater facilities.

**WQM Permit No. 1672401**, Sewage, Amendment No. 1, **Pinebloom Corp**, 308 Timberwolf Run, Knox, PA 16232-4072.

This existing facility is located in Beaver Township, **Clarion County**.

Description of Proposed Action/Activity: Installation of a 1,500-gallon baffled, chlorine contact tank to increase the contact time for disinfection.

**WQM Permit No. WQG01251322**, Sewage, **Joseph R. Lesik, Sr.**, 14978 Holmes Road, Waterford, PA 16441.

This proposed facility is located in LeBoeuf Township, **Erie County**.

Description of Proposed Action/Activity: Single Residence Sewage Treatment Plant to replace a malfunctioning on-lot system.

#### **IV. NPDES Stormwater Discharges from MS4 Permit Actions**

*Southwest Regional Office: Clean Water Program Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745. Phone: 412.442.4000.*



<i>NPDES Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>County</i>	<i>Municipality</i>	<i>Receiving Water / Use</i>
PAI136101	Indiana Township 3710 Saxonburg Boulevard, Pittsburgh, PA 15238	Allegheny	Indiana Township	Deer Creek, Little Deer Creek, Long Run, Squaw Run, Unnamed Tributary to Little Deer Creek and Unnamed Tributary to Long Run / HQ-WWF, CWF and TSF
PAI136128	O'Hara Township 325 Fox Chapel Road, Pittsburgh, PA 15238	Allegheny	O'Hara Township	Glade Run, Guyasuta Run, Pigeon Creek, Powers Run, Squaw Run and Unnamed Tributary to Allegheny River / HQ-WWF, WWF, WWF and MF

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#### V. NPDES Waiver Stormwater Discharges from MS4 Actions

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*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

<i>NPDES Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>County</i>	<i>Municipality</i>	<i>Receiving Water / Use</i>	
PAG138314	Wheatland Borough 71 Broadway Avenue Wheatland, PA 16161	Mercer	Wheatland Borough	Shenango River	N

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#### VI. NPDES Discharges of Stormwater Associated with Construction Activities Individual Permit Actions

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#### VII. Approvals to Use NPDES and/or Other General Permits

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The EPA Region III Administrator has waived the right to review or object to this permit action under the waiver provision 40 CFR 123.23(d).

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#### List of NPDES and/or Other General Permit Types

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PAG-1	General Permit for Discharges From Stripper Oil Well Facilities
PAG-2	General Permit for Discharges of Stormwater Associated With Construction Activities
PAG-3	General Permit for Discharges of Stormwater From Industrial Activities
PAG-4	General Permit for Discharges From Small Flow Treatment Facilities
PAG-5	General Permit for Discharges From Gasoline Contaminated Ground Water Remediation Systems
PAG-6	General Permit for Wet Weather Overflow Discharges From Combined Sewer Systems (CSO)
PAG-7	General Permit for Beneficial Use of Exceptional Quality Sewage Sludge by Land Application
PAG-8	General Permit for Beneficial Use of Non-Exceptional Quality Sewage Sludge by Land Application to Agricultural Land, Forest, a Public Contact Site or a Land Reclamation Site
PAG-8 (SSN)	Site Suitability Notice for Land Application Under Approved PAG-8 General Permit Coverage
PAG-9	General Permit for Beneficial Use of Residential Septage by Land Application to Agricultural Land, Forest, or a Land Reclamation Site
PAG-9 (SSN)	Site Suitability Notice for Land Application Under Approved PAG-9 General Permit Coverage
PAG-10	General Permit for Discharge Resulting from Hydrostatic Testing of Tanks and Pipelines
PAG-11	(To Be Announced)
PAG-12	Concentrated Animal Feeding Operations (CAFOs)
PAG-13	Stormwater Discharges from Municipal Separate Storm Sewer Systems (MS4)
PAG-14	(To Be Announced)
PAG-15	General Permit for Discharges From the Application of Pesticides

*General Permit Type—PAG-02**Facility Location:*

<i>Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water/Use</i>	<i>Contact Office &amp; Phone No.</i>
Warrington Township Bucks County	PAG0200 0913073	Warrington Township 852 Easton Road Warrington, PA 18976	Unnamed Tributary to Little Neshaminy Creek WWF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Hilltown Township Bucks County	PAG0200 0913066	DeLuca Enterprises, Inc. 107 Floral Vale Boulevard Yardley, PA 19067	Unnamed Tributary to Neshaminy Creek TSF—MF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Newtown Township Delaware County	PAG0200 2306053R	James Mason Corporation 1595 Paoli Pike, Suite 103 West Chester, PA 19380	Little Darby Darby Creek CWF—MF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Media Borough Nether Township Delaware County	PAG0200 2311016R	Pinnacle Hospitality Group, LLC 18 W. Olive Street Westville, NJ 08093	Dick's Run Crum Creek WWF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Whitpain Township Montgomery County	PAG0200 4612079(1)	Joseph & Dana Morrissey 104 Parsons Lane Ambler, PA 19002	Unnamed Tributary to Wissahickon Creek TSF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Pottstown Borough Montgomery County	PAG0200 4612078(1)	The Hill School 717 East High Street Pottstown, PA 19464	Schuylkill River WWF—MF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Pennsburg Borough Montgomery County	PAG0200 4613064	The Perkiomen School 200 Seminary Avenue Pennsburg, PA 18073	Unnamed Tributary to Perkiomen Creek TSF—MF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
Cheltenham Township Montgomery County	PAG0200 4613056	School District of Cheltenham Township 2000 Ashbourne Road Elkins Park, PA 19027	Tacony Creek WWF	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900
City of Philadelphia Philadelphia County	PAG0201 511019	Philadelphia Water Department 1101 Market Street—2nd Floor Philadelphia, PA 19107	Schuylkill River Non-tidal	Southeast Regional Office 2 East Main Street Norristown, PA 19401 484-250-5900

*Northeast Region: Watershed Management Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915**Facility Location:*

<i>Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water/Use</i>	<i>Contact Office &amp; Phone No.</i>
Upper Saucon Township Lehigh County	PAG02003912021	Dennis Benner Epernay Limited Partnership LP 2005 City Line Road Bethlehem, PA 18017	Saucon Creek (CWF, MF)	Lehigh County Conservation District 610-391-9583
Hanover Township Luzerne County	PAG02004008025R	Mericle 1058 Hanover, LLC Robert Mericle 100 Baltimore Drive Wilkes-Barre, PA 18702	Warrior Creek (CWF, MF)	Luzerne Conservation District 570-674-7991

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Porter Township Schuylkill County	PAG02005411016R	Porter Tower Joint Municipal Authority 860 W. Grand Avenue Tower City, PA 17980	Wiconisco Creek (WWF, MF)	Schuylkill County Conservation District 570-622-3742
Williams Township Dauphin County				

*Northcentral Region: Watershed Management Program Manager, 208 West Third Street, Williamsport, PA 17701*

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Old Lycoming Township Lycoming County	PAG02004113014	Memorial Baptist Church Timothy R Kinney, Pastor 2100 W 3rd St Williamsport PA 17701	Fox Hollow Run WWF	Lycoming County Conservation District 542 County Farm Rd Suite 202, Montoursville, PA 17754, (570) 433-3003
City of Williamsport Lycoming County	PAG02004113023	Joe Levens Phoenix Trim Works 2211 Reach Rd Williamsport PA 17701 Co-app Jake Masser Best Quality Builders 75 Chad Rd Pennsdale PA 17756	W B Susquehanna River WWF, MF	Lycoming County Conservation District 542 County Farm Rd Suite 202, Montoursville, PA 17754, (570) 433-3003
Liberty Township Montour County	PAG02004711007R	Doug Bogart 300 Pottsgrove Rd Danville PA 17821	Beaver Run WWF	Montour County Conservation District 112 Woodbine Ln Ste 2 Danville PA 17821 Phone: (570) 271-1140
Monroe Township Shamokin Dam Borough Snyder County	PAG02005513017	PA Dept of Transportation District 3-0 PO Box 218 Montoursville PA 17754	UNT to Penns Creek WWF UNT to Susquehanna River WWF Rolling Green Run WWF	Snyder County Conservation District 403 West Market Street Middleburg, PA 17842 (570) 837-0007, X 5
Kelly & White Deer Twps Union County	PAG02006014001	PA Dept of Transportation District 3-0 PO Box 218 Montoursville PA 17754	Little Buffalo Creek CWF W B Susquehanna River WWF	Union County Conservation District Union County Government Center 155 N 15th St Lewisburg PA 17837 (570) 524-3860

*Northwest Regional Office—Waterways and Wetlands, 230 Chestnut Street, Meadville PA 16335*

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Muddy Creek Township Butler County	PAG02001013027	Desuta Properties LLC c/o Mr. David F. Desuta 120 Fisher Road Portersville PA 16051	Unt Cheeseman Run CWF	Butler County Conservation District 724-284-5270
Vernon Township Crawford County	PAG02002013002	Meadville Area Water Authority 18160 Rogers Ferry Road Meadville PA 16335	Cussewago Creek WWF	Crawford County Conservation District 814-763-5269

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Harmar Township, Allegheny County	PAG2090214002	Adam Eidemiller, Inc. 56 Sheraton Drive, Suite 100 Greensburg, PA 15601	Deer Creek (CWF)	Attention: Patrick M. Webb PA DEP Cambria Office 286 Industrial Park Road Ebensburg, PA 15931-4119 814-472-1800

*General Permit Type—PAG-03*

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
West Pottsgrove Township Montgomery County	PAR800045	UPS Ground Freight 1 Hog Island Road Philadelphia, PA 19153	Unnamed Tributary to Schuylkill River-3D	Southeast Region Clean Water Program 484.250.5970
Bensalem Township Bucks County	PAR800046	UPS Ground Freight 1 Hog Island Philadelphia, PA 19153	Unnamed Tributary to Poquessing Creek—3-J	Southeast Region Clean Water Program 484.250.5970
Martin's Auto Salvage Pipersville Facility 188 Dark Hollow Road Bedminster Township Bucks County	PAR600010	Zober Properties L.P. 451 Magnolia Avenue Croydon, PA 19021	Unnamed Tributary to Tohickon Creek 2-D	Southeast Region Clean Water Program 484.250.5970
Milford Township Bucks County	PAR600104	Dons Automotive Mall Inc. 1245 Sleepy Hollow Road Pennsburg, PA 18073	Stony Run—3-E	Southeast Region Clean Water Program 484.250.5970
Montgomery County	PAR800155	Colmar Terminal Inc. 219 Keith Valley Road Horsham, PA 19044		Southeast Region Clean Water Program 484.250.5970
Bensalem Township Bucks County	PAR800133	Estes Express Lines Corp 3901 West Broad Street Richmond, VA 23230	Unnamed Tributary of Neshaminy Creek—2-F	Southeast Region Clean Water Program 484.250.5970
Philadelphia City Philadelphia County	PAR800067 A-1	Waste Management of PA Inc. 100 Brandywine Boulevard Newtown, PA 18940	Delaware River—3-J	Southeast Region Clean Water Program 484.250.5970
Hanover and Wilkes-Barre Townships Luzerne County	PAR602209	Allan Industries P.O. Box 999 I-81 at Blackman Street Wilkes-Barre, PA 18703	Solomon Creek watershed 05B	DEP Northeast Regional Office Clean Water Program 2 Public Square, Wilkes-Barre, PA 18701-1915 570.826.2511
Pittston Township Luzerne County	PAG032203	Dupont Terminals Corporation (Dupont East Terminal) P.O. Box 2621 Harrisburg, PA 17105	Collins Creek—5-A	DEP Northeast Regional Office Clean Water Program 2 Public Square, Wilkes-Barre, PA 18701-1915 570.826.2511
Dunmore Borough Lackawanna County	PAR802205	New Penn Motor Express Inc.—Scranton Terminal YRC Inc. 10990 Roe Avenue Overland Park, KS 66211	Eddy Creek—5-A	DEP Northeast Regional Office Clean Water Program 2 Public Square, Wilkes-Barre, PA 18701-1915 570.826.2511

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Chartiers Township Washington County	PAR506106 A-1	Arden Landfill Inc. 625 Cherrington Parkway Moon Twp, PA 15108	Chartiers Creek—20-F	DEP Southwest Regional Office Clean Water Program 400 Waterfront Drive, Pittsburgh, PA 15222-4745 412.442.4000
Green Tree Borough Allegheny County	PAG036104	Modern Materials Service 2605 Nicholson Road Bldg 2 Suite 302 Sewickley, PA 15143	Unnamed Tributary to Chartiers Creek—20-F/ WWF	DEP Southwest Regional Office Clean Water Program 400 Waterfront Drive, Pittsburgh, PA 15222-4745 412.442.4000

*General Permit Type—PAG-4*

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Concord Township Delaware County	PAG040191	Dunay John M 106 Street Johns Drive Glen Mills, PA 19342	Unnamed Tributary to West Branch Chester Creek	DEP Southeast Regional Office Clean Water Program 2 E Main Street, Norristown, PA 19401 484.250.5970

*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Receiving Water / Use</i>	<i>Contact Office &amp; Phone No.</i>
Brady Township Butler County	PAG041142	Eric & Erin Patterson 3154 William Flynn Highway, Slippery Rock, PA 16057	Slippery Rock Creek 20-C	DEP NWRO Clean Water Program 230 Chestnut Street Meadville, PA 16335-3481 814/332-6942
LeBoeuf Township Erie County	PAG041137	Joseph R. Lesik, Sr. 14978 Holmes Road, Waterford, PA 16441	Unnamed Tributary of French Creek 16-A	DEP NWRO Clean Water Program 230 Chestnut Street Meadville, PA 16335-3481 814/332-6942

*General Permit Type—PAG-8 (SSN)**Southcentral Region: Clean Water Program, 909 Elmerton Avenue, Harrisburg, PA 17110. Telephone: 717-705-4707.*

<i>Facility Location: Municipality &amp; County</i>	<i>Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>Site Name &amp; Location</i>	<i>Contact Office &amp; Phone No.</i>
Berks County / North Annville Township	PAG080007 PAG080016 PAG083597 PAG083605	Amerigreen, Inc. 96 Commerce Drive, PO Box 170 Wyomissing, PA 19610	Two B Farms	DEP-SCRO-Clean Water Program 909 Elmerton Avenue Harrisburg, PA 17110-8200 717-705-4707



*Permit Type—MS4 Individual*

*Facility Location:  
Municipality &  
County*

*Permit No.*

*Applicant Name &  
Address*

*Receiving  
Water / Use*

*Contact Office &  
Phone No.*

South Beaver Township Beaver County	PAI136111	South Beaver Township 1164 State Route 168 Darlington, PA 16115	Painter Run, Unnamed Tributary of Brush Run, Unnamed Tributary to North Fork Little Beaver Creek, located in State Water Plan watershed 20-B and is classified for High Quality Waters—Cold Water Fishes, aquatic life, water supply and recreation.	DEP Southwest Regional Office Clean Water Program 400 Waterfront Drive, Pittsburgh, PA 15222-4745 412.442.4000
South Union Township Fayette County	PAG136205	South Union Township Fayette County 151 Township Drive Uniontown, PA 15401	Coal Lick Run, Lick Run, Redstone Creek and Unnamed Tributary to Redstone Creek—19-C	DEP Southwest Regional Office Clean Water Program 400 Waterfront Drive, Pittsburgh, PA 15222-4745 412.442.4000
Uniontown City Fayette County	PAG136305	Uniontown City 20 N Gallatin Avenue Uniontown, PA 15401	Redstone Creek—19-C	DEP Southwest Regional Office Clean Water Program 400 Waterfront Drive, Pittsburgh, PA 15222-4745 412.442.4000

**STATE CONSERVATION COMMISSION**

**NUTRIENT MANAGEMENT PLANS RELATED TO APPLICATIONS FOR NPDES PERMITS FOR CAFOs**

The State Conservation Commission has taken the following actions on previously received applications for nutrient management plans under 3 Pa.C.S. Chapter 5, for agricultural operations that have or anticipate submitting applications for new, amended or renewed NPDES permits or NOIs for coverage under a general permit for CAFOs under 25 Pa. Code Chapter 92a. This notice is provided in accordance with 25 Pa. Code Chapter 92a and 40 CFR Part 122, implementing The Clean Streams Law and the Federal Clean Water Act.

Persons aggrieved by an action may appeal under 3 Pa.C.S. § 517, section 4 of the Environmental Hearing Board Act and 2 Pa.C.S. §§ 501—508 and 701—704 to the Environmental Hearing Board, Second Floor, Rachel Carson State Office Building, 400 Market Street, P. O. Box 8457, Harrisburg, PA 17105-8457, (717) 787-3483. TDD users should contact the Environmental Hearing Board (Board) through the Pennsylvania AT&T Relay Service at (800) 654-5984. Appeals must be filed with the Board within 30 days of publication of this notice in the *Pennsylvania Bulletin*. Copies of the appeal form and the Board’s rules of practice and procedure may be obtained from the Board. The appeal form and the Board’s rules of practice and procedure are also available in Braille or on audiotape from the Secretary of the Board at (717) 787-3483. This paragraph does not, in and of itself, create a right of appeal beyond that permitted by applicable statutes and decision law.

For individuals who wish to challenge actions, appeals must reach the Board within 30 days. A lawyer is not needed to file an appeal with the Board.

Important legal rights are at stake, however, so individuals should show this notice to a lawyer at once. Persons who cannot afford a lawyer may qualify for pro bono representation. Call the Secretary of the Board at (717) 787-3483 for more information.

**NUTRIENT MANAGEMENT PLAN  
PUBLIC NOTICE SPREADSHEET—ACTIONS**

<i>Agricultural Operation Name and Address</i>	<i>County</i>	<i>Total Acres</i>	<i>AEU's</i>	<i>Animal Type</i>	<i>Special Protection Waters (HQ or EV or NA)</i>	<i>Approved or Disapproved</i>
Dave Morrow 237 Briar Road Loysville, PA 17047	Perry	425.8	670.13	Swine, Beef	HQ, CWF	Approved

## PUBLIC WATER SUPPLY PERMITS

The Department has taken the following actions on applications received under the Pennsylvania Safe Drinking Water Act (35 P. S. §§ 721.1—721.17) for the construction, substantial modification or operation of a public water system.

Persons aggrieved by an action may appeal that action to the Environmental Hearing Board (Board) under section 4 of the Environmental Hearing Board Act and 2 Pa.C.S. §§ 501—508 and 701—704. The appeal should be sent to the Environmental Hearing Board, Second Floor, Rachel Carson State Office Building, 400 Market Street, PO Box 8457, Harrisburg, PA 17105-8457, (717) 787-3483. TDD users may contact the Board through the Pennsylvania Relay Service, (800) 654-5984. Appeals must be filed with the Board within 30 days of publication of this notice in the *Pennsylvania Bulletin* unless the appropriate statute provides a different time period. Copies of the appeal form and the Board's rules of practice and procedure may be obtained from the Board. The appeal form and the Board's rules of practice and procedure are also available in Braille or on audiotape from the Secretary to the Board at (717) 787-3483. This paragraph does not, in and of itself, create a right of appeal beyond that permitted by applicable statutes and decisional law.

For individuals who wish to challenge an action, the appeal must reach the Board within 30 days. A lawyer is not needed to file an appeal with the Board.

Important legal rights are at stake, however, so individuals should show this document to a lawyer at once. Persons who cannot afford a lawyer may qualify for free pro bono representation. Call the Secretary to the Board at (717) 787-3483 for more information.

### SAFE DRINKING WATER

#### Actions taken under the Pennsylvania Safe Drinking Water Act

*Southwest Region: Water Supply Management Program Manager, 400 Waterfront Drive, Pittsburgh, Pa 15222-4745*

**Operations Permit** issued to: **Greater Johnstown Water Authority**, 640 Franklin Street, Johnstown, PA 15901, (PWSID #4110043) Upper Yoder Township, **Cambria County** on January 9, 2014 for the operation of facilities approved under Construction Permit # 1112510MA.

**Operations Permit** issued to: **Highridge Water Authority**, 17 Maple Avenue, Blairsville, PA 15717, (PWSID #5650069) Brush Valley Township, **Indiana County** on January 9, 2014 for the operation of facilities approved under Construction Permit # 6512514MA.

**Operations Permit** issued to: **Authority of the Borough of Charleroi**, 3 McKean Avenue, PO Box 211, Charleroi, PA 15022, (PWSID #5630039) Donora Borough, **Washington County** on January 31, 2014 for the operation of facilities approved under Construction Permit # 6312503MA.

**Permit No. 3013513MA, Minor Amendment.** Public Water Supply.

Applicant

**Southwestern Pennsylvania Water Authority**  
PO Box 187  
1442 Jefferson Road  
Jefferson, PA 15344

[Borough or Township] Jefferson Township  
County **Washington**  
Type of Facility Water system  
Consulting Engineer Bankson Engineers, Inc.  
267 Blue Run Road  
Indianola, PA 15051

Permit to Construct January 9, 2014  
Issued

**Permit No. 0213537MA, Minor Amendment.** Public Water Supply.

Applicant **Monroeville Municipal Authority**  
219 Speelman Lane  
Monroeville, PA 15146

[Borough or Township] Monroeville Borough  
County **Allegheny**  
Type of Facility Water system  
Consulting Engineer Chester Engineers  
501 McKean Avenue  
Third Floor  
Charleroi, PA 15022

Permit to Construct January 31, 2014  
Issued

*Northwest Region: Safe Drinking Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

**Permit No. 3373503-T1-MA2** Public Water Supply

Applicant **Pennsylvania American Water Company**

Township or Borough McCalmont Township  
County **Jefferson**  
Type of Facility Public Water Supply  
Consulting Engineer Bruce A. Brubaker, P.E.  
Pennsylvania American Water Co.  
852 Wesley Drive  
Mechanicsburg, PA 17055

Permit to Construct February 11, 2014  
Issued

### SEWAGE FACILITIES ACT PLAN APPROVAL

#### Plan Approvals Granted Under the Pennsylvania Sewage Facilities Act (35 P. S. § 750.5)

*Northwest Region: Clean Water Program Manager, 230 Chestnut Street, Meadville, PA 16335-3481*

*Plan Location:*

<i>Borough or Township</i>	<i>Borough or Township Address</i>	<i>County</i>
Washington Township	11800 Edinboro Road, Edinboro PA 16412	Erie

*Plan Description:* The approved plan provides for construction of approximately 14,000 feet of 4" and 5" low pressure sewer line in the area of Angling Road, Lay Road, Walters Avenue, Lakeview Drive, Peninsula Drive, and along State Route 99. An upgrade to the siphon section of the sewer system connecting to the Angling Road Pump Station is required as part of this project. The existing and future needs will be serviced through connection of individual grinder pumps. The existing treatment plant at the General McLane High School will be con-

verted to a pump station, and ultimate treatment will be at the Borough of Edinboro Sewage Treatment Plant. The estimated project cost is \$756,550 with an estimated monthly user fee of \$75. Funding will be provided through a \$41,000 grant from the Erie County Gaming Review Authority and a loan of up to \$1,500,000 from the General McLane School District. The Department's review of the sewage facilities update revision has not identified any significant environmental impacts resulting from this proposal. Any required NPDES Permits or WQM Permits must be obtained in the name of the municipality or authority as appropriate.

## LAND RECYCLING AND ENVIRONMENTAL REMEDIATION

### UNDER ACT 2, 1995 PREAMBLE 2

The following plans and reports were submitted under the Land Recycling and Environmental Remediation Standards Act (35 P. S. §§ 6026.101—6026.907).

Provisions of Sections 301-308 of the Land Recycling and Environmental Remediation Standards Act (act) (35 P. S. §§ 6026.301—6026.308) require the Department to publish in the *Pennsylvania Bulletin* a notice of submission of plans and reports. A final report is submitted to document cleanup of a release of a regulated substance at a site to one of the act's remediation standards. A final report provides a description of the site investigation to characterize the nature and extent of contaminants in environmental media, the basis for selecting the environmental media of concern, documentation supporting the selection of residential or nonresidential exposure factors, a description of the remediation performed and summaries of sampling analytical results which demonstrate that remediation has attained the cleanup standard selected. Submission of plans and reports, other than the final report, will also be published in the *Pennsylvania Bulletin*. These include the remedial investigation report, risk assessment report and cleanup plan for a site-specific standard remediation. A remedial investigation report includes conclusions from the site investigation; concentration of regulated substances in environmental media; benefits of reuse of the property; and, in some circumstances, a fate and transport analysis. If required, a risk assessment report describes potential adverse effects caused by the presence of regulated substances. If required, a cleanup plan evaluates the abilities of potential remedies to achieve remedy requirements.

For further information concerning plans or reports, contact the environmental cleanup program manager in the Department regional office under which the notice of receipt of plans or reports appears. If information concerning plans or reports is required in an alternative form, contact the community relations coordinator at the appropriate regional office. TDD users may telephone the Department through the AT&T Relay Service at (800) 654-5984.

The Department has received the following plans and reports:

*Northcentral Region: Environmental Cleanup & Brownfields Program Manager, 208 West Third Street, Williamsport, PA 17701*

**Graymont (PA), Inc.—Pleasant Gap Property**, 965 East College Avenue, Spring Township, Centre County. Letterle & Associates, LLC, 629 East Rolling Ridge Drive,

Bellefonte, Pa 16823 on behalf of Graymont (PA), Inc., 194 Match Factory Place, Bellefonte, PA 16823, submitted a Final Report concerning remediation of site soils contaminated with Benzene, Toluene, Ethylbenzene, Cumene, Naphthalene, Methyl Tert-Butyl Ether, 1,2,4-Trimethylbenzene, and 1,3,5-Trimethylbenzene. The report is intended to document remediation of the site to meet the Statewide Health Standard.

**John Deraffele**, 819 Park Avenue, Williamsport City, **Lycoming County**. Mr. David A. Bogovich, President, Northridge Group, Inc., 1172 Ridge Road, Northumberland, Pa 17857 on behalf of Northridge Group, Inc, submitted a Final Report concerning remediation of site soils contaminated with Benzene, Toluene, Ethylbenzene, Cumene, Naphthalene, 1,3,5-Trimethylbenzene, 1,2,4-Trimethylbenzene, Methyl Tertiary Butyl Ether. The report is intended to document remediation of the site to meet the Statewide Health Standard.

**Fenton: Turkey Path Road (Todd Wizeleman Property)**, Fenton: Turkey Path Road, Wyalusing Township, **Bradford County**. Ms. Dawn Washo, Resource Environmental, 36 Taylor Lane, Montrose, PA 18801, on behalf of Mr. Daniel L. Fenton, Fenton Welding Transport, LLC, 41166 Rt. 6, Wyalusing, PA 18853, submitted a Final Report concerning remediation of site soils contaminated with Bromide, Barium, Boron, Calcium, Chloride, Iron, Lead, Lithium, Magnesium, Manganese, Potassium, Selenium, Sodium, Strontium, Benzene, Benzo(a)anthracene, Benzo(a) pyrene, Benzo (b) fluoranthene, Benzo (g,h,i) perylene, Chrysene, Ethylbenzene, Indeno (1,2,3-cd) pyrene, Isopropylbenzene (Cumene), Naphthalene, Pyrene, Toluene. The report is intended to document remediation of the site to meet the Background Standard and Statewide Health Standard.

*Southcentral Region: Environmental Cleanup and Brownfields Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone 717.705.4705.*

**Ephrata Marketplace**, 830 to 870 East Main Street, Ephrata, PA 17522, Ephrata Township, **Lancaster County**. Advantage Engineers LLC, 910 Century Drive, Mechanicsburg, PA 17055, on behalf of Ephrata GF, LP, 1000 North Front Street, Suite 500, Wormleysburg, PA 17043, submitted a Final Report concerning site soils and groundwater contaminated with PCBs, VOCs, PAHs and Inorganics. The report is intended to document remediation of the site to meet the Residential and Nonresidential Statewide Health standard.

**Wildwood Park / Interstate 81 Diesel Spill**, 100 Wildwood Way, Harrisburg, PA 17110, City of Harrisburg and Susquehanna Township, **Dauphin County**. Environmental Products & Services of Vermont, Inc., 5100 Paxton Street, Harrisburg, PA 17111, on behalf of Dauphin County Parks & Recreation, 100 Wildwood Way, Harrisburg, PA 17110 and Tameric Enterprise, LLC, 1468 Pine Road, Carlisle, PA 17015 submitted a combined Remedial Investigation, Risk Assessment, and Final Report concerning remediation of site soils, groundwater, sediment and surface water contaminated with diesel fuel released from a tanker trailer accident and fire. The report is intended to document remediation of the site to meet the Site-Specific standard.

*Southwest Region: Environmental Cleanup & Brownfield Development Program Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

**Sheepskin Rail Trail (Former B&O/CSX Transportation-Railroad Bed and Right of Way)**, Point Marion Borough & Springhill Townships, **Fayette**



**County.** Triad Engineering Inc., 219 Hartman Run Road, Morgantown, WV 26507 on behalf of Fayette County, 61 East Main Street, Uniontown, PA 15401 has submitted Remedial Investigation and Risk Assessment Reports concerning the remediation of site soils contaminated with polynuclear aromatic hydrocarbons (PAHs), Arsenic, and Lead. Notification of the Remedial Investigation and Risk Assessment Reports was published in the *Herald Standard* on February 5, 2014.

## LAND RECYCLING AND ENVIRONMENTAL REMEDIATION

### UNDER ACT 2, 1995 PREAMBLE 3

**The Department has taken action on the following plans and reports under the Land Recycling and Environmental Remediation Standards Act (35 P. S. §§ 6026.101—6026.907).**

Section 250.8 of 25 Pa. Code and administration of the Land Recycling and Environmental Remediation Standards Act (act) require the Department to publish in the *Pennsylvania Bulletin* a notice of its final actions on plans and reports. A final report is submitted to document cleanup of a release of a regulated substance at a site to one of the remediation standards of the act. A final report provides a description of the site investigation to characterize the nature and extent of contaminants in environmental media, the basis of selecting the environmental media of concern, documentation supporting the selection of residential or nonresidential exposure factors, a description of the remediation performed and summaries of sampling methodology and analytical results which demonstrate that the remediation has attained the cleanup standard selected. Plans and reports required by the act for compliance with selection of remediation to a site-specific standard, in addition to a final report, include a remedial investigation report, risk assessment report and cleanup plan. A remedial investigation report includes conclusions from the site investigation; concentration of regulated substances in environmental media; benefits of reuse of the property; and, in some circumstances, a fate and transport analysis. If required, a risk assessment report describes potential adverse effects caused by the presence of regulated substances. If required, a cleanup plan evaluates the abilities of potential remedies to achieve remedy requirements. A work plan for conducting a baseline remedial investigation is required by the act for compliance with selection of a special industrial area remediation. The baseline remedial investigation, based on the work plan, is compiled into the baseline environmental report to establish a reference point to show existing contamination, describe proposed remediation to be done and include a description of existing or potential public benefits of the use or reuse of the property. The Department may approve or disapprove plans and reports submitted. This notice provides the Department's decision and, if relevant, the basis for disapproval.

For further information concerning the plans and reports, contact the environmental cleanup program manager in the Department regional office under which the notice of the plan or report appears. If information concerning a final report is required in an alternative form, contact the community relations coordinator at the appropriate regional office. TDD users may telephone the Department through the AT&T Relay Service at (800) 654-5984.

The Department has received the following plans and reports:

*Northcentral Region: Environmental Cleanup & Brownfields Program Manager, 208 West Third Street, Williamsport, PA 17701*

**John Deraffele**, 819 Park Avenue, Williamsport City, **Lycoming County.** Mr. David A. Bogovich, President, Northridge Group, Inc., 1172 Ridge Road, Northumberland, Pa 17857, on behalf of Northridge Group, Inc., submitted a Final Report concerning the remediation of site soils contaminated with Benzene, Toluene, Ethylbenzene, Cumene, Naphthalene, 1,3,5-Trimethylbenzene, 1,2,4-Trimethylbenzene, Methyl Tertiary Butyl Ether. The Final Report demonstrated attainment of the Statewide Health Standard, and was approved by the Department on December 23, 2014.

**Fenton: Turkey Path Road (Todd Wizelemen Property)**, Fenton: Turkey Path Road, Wyalusing, Township, **Bradford County.** Ms. Dawn Washo, Resource Environmental, 36 Taylor Lane, Montrose, Pa 18801, submitted a Final Report concerning the remediation of site soils contaminated with Bromide, Barium, Boron, Calcium, Chloride, Iron, Lead, Lithium, Magnesium, Manganese, Potassium, Selenium, Sodium, Strontium, Benzene, Benzo(a)anthracene, Benzo(a)pyrene, Benzo(b) fluoranthene, Benzo (g,h,i) perylene, Chrysene, Ethylbenzene, Indeno (1,2,3-cd) pyrene, Isopropylbenzene (Cumene), Naphthalene, Pyrene, Toluene. The Final Report demonstrated attainment of the Background Standard and Statewide Health Standard, and was approved by the Department on February 6, 2014.

**Graymont (PA), Inc.**, 965 East College Avenue, Spring Township, **Centre County.** Letterle & Associates, LLC., 629 East Rolling Ridge Drive, Bellefonte, PA 16823, on behalf of Graymont (PA), Inc., 194 Match Factory Place, Bellefonte, PA 16823, submitted a Final Report concerning the remediation of site soils contaminated with Benzene, Toluene, Ethylbenzene, Cumene, Naphthalene, Methyl Tert-Butyl Ether, 1,2,4-Trimethylbenzene, and 1,3,5-Trimethylbenzene. The Final Report demonstrated attainment of the Statewide Health Standard, and was approved by the Department on February 3, 2014.

*Southcentral Region: Environmental Cleanup and Brownfields Program Manager, 909 Elmerton Avenue, Harrisburg, PA 17110. Phone 717.705.4705.*

**Wildwood Park / Interstate 81 Diesel Spill**, 100 Wildwood Way, Harrisburg, PA 17110, City of Harrisburg and Susquehanna Township, **Dauphin County.** Environmental Products & Services of Vermont, Inc., 5100 Paxton Street, Harrisburg, PA 17111, on behalf of Dauphin County Parks & Recreation, 100 Wildwood Way, Harrisburg, PA 17110 and Tameric Enterprise, LLC, 1468 Pine Road, Carlisle, PA 17015 submitted a combined Remedial Investigation, Risk Assessment, and Final Report concerning remediation of site soils, groundwater, sediment and surface water contaminated with diesel fuel released from a tanker trailer accident and fire. The applicant is seeking to attain a Site-Specific Standard. The report was administratively incomplete, and was disapproved by the Department on February 10, 2014.

**Kaufman Hall (Dickinson College)**, 400 West North Street, Carlisle, PA 17013, Borough of Carlisle, **Cumberland County.** Herbert, Rowland & Grubic, Inc., 369 East Park Drive, Harrisburg, PA 17111, on behalf of Dickinson College, PO Box 1773, Carlisle, PA 17013, submitted a combined Remedial Investigation and Final Report concerning the remediation of site soils and groundwater contaminated with chlorinated solvents, PAHs, PCBs and VOCs. The report is intended to document remediation of

the site to meet the Residential Statewide Health and Site Specific standards. The Final Report demonstrated attainment of the Residential Statewide Health and Site Specific standards, and was approved by the Department on February 14, 2014.

**Former BP Terminal 4574**, 901 Mountain Home Road, Sinking Spring, PA 19608, Sinking Spring Borough, **Berks County**. Antea Group, 780 East Market Street, Suite 120, West Chester, PA 19382, on behalf of Atlantic Richfield Company, A BP Products North America Inc. Affiliated Company, 201 Helios Way, Helios Plaza 6.370A, Houston, TX 77079 and Reading Terminals Corporation, 900 Eisenhower Boulevard, Harrisburg, PA 17105, submitted a Final Report concerning the remediation of site soils and groundwater contaminated with petroleum hydrocarbons. The Final Report did not demonstrate attainment of the Site Specific standard, and was disapproved by the Department on February 12, 2014.

*Southwest Region: Environmental Cleanup & Brownfield Development Program Manager, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

**Proposed AutoZone**, (former filling station/DeAngelis Donut Shop), 2575 Constitution Blvd., Chippewa Township, **Beaver County**. Mannik & Smith Group 23225 Mercantile Road, Beachwood, OH 44122 on behalf of Beaver Falls Investors LLC 1585 Frederick Boulevard, Akron, Ohio 44320 has submitted a Final Report concerning the remediation of site soils and groundwater contaminated with benzene, toluene, ethylbenzene and xylenes and naphthalene. The Final Report demonstrated attainment of non-residential statewide health standard for soil and groundwater based on using the TDS greater than 2500 mg/l standards and was approved by the Department on February 14, 2014.

#### HAZARDOUS WASTE ACTION

**Proposed action on the renewal of a variance from the classification as a solid waste under the Solid Waste Management Act (35 P. S. §§ 6018.101—6018.1003) and 40 CFR 260.33, incorporated by reference at 25 Pa. Code Chapter 260a.**

Persons wishing to comment on the proposed action are invited to submit a statement to the Regional Office indicated as the office responsible, within 30 days from the date of this public notice. Comments received within this 30-day period will be considered in the formulation of the final determination regarding this application. Responses should include the name, address and telephone number of the writer; and concise statement to inform the Regional Office of the exact basis of any comment and the relevant facts upon which it is based. A public hearing may be held if the Regional Office considers the public response significant.

Following the 30-day comment period and/or public hearing, the Department of Environmental Protection will make a final determination regarding the proposed action. Notice of determination will be published in the *Pennsylvania Bulletin* at which time this determination may be appealed to the Environmental Hearing Board.

Intent to Renew Variance

*Regional Office: Regional Manager, Waste Management, 400 Waterfront Drive, Pittsburgh, PA 15222-4745.*

**American Iron Oxide Company (AMROX)**. Continued operation of an acid regeneration and iron oxide production facility located in Allenport Borough, **Washington County** under a variance from classification as a

solid waste. A request to renew a variance from the classification as a solid waste for the spent pickle liquor used by AMROX for acid regeneration and iron oxide production was tentatively approved by the Regional Office on February 18, 2014.

#### REGISTRATION FOR MUNICIPAL WASTE GENERAL PERMITS

**Registration for General Permit issued under the Solid Waste Management Act; and Municipal Waste Regulations for a General Permit To Operate Municipal Waste Processing Facilities (25 Pa. Code § 271.811 relating to authorization for general permit).**

*South Central Regional Office: Waste Management Program, 909 Elmerton Avenue, Harrisburg, PA 17110-8200.*

**General Permit No. WMGM042-SC008. Gerald Zimmerman**, Oak Hill Farms, 50 Pine Grove Road, Nottingham, PA 19362. The Department of Environmental Protection has issued a registration under General Permit WMGM042 to Gerald Zimmerman of Oak Hill Farms. This registration is for their location at 50 Pine Grove Road, Nottingham, PA 19362, in Little Britain Township, **Lancaster County**. The registration was issued on February 12, 2014.

Persons interested in reviewing the general permit may contact John Oren, Facilities Manager, Waste Management Program, 909 Elmerton Avenue, Harrisburg, PA 17110, (717) 705-4706. TDD users may contact the Department through the Pennsylvania Relay service, (800) 654-5984.

#### AIR QUALITY

**General Plan Approval and Operating Permit Usage Authorized under the Air Pollution Control Act (35 P. S. §§ 4001—4015) and 25 Pa. Code Chapter 127 to construct, modify, reactivate or operate air contamination sources and associated air cleaning devices.**

*Southcentral Region: Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110*

*Contact: Thomas J. Hanlon, Facility Permitting Chief—Telephone: 717-705-4862 or William Weaver, Regional Air Quality Manager, Telephone: 717-705-4702.*

**GP4-67-03064: Motor Technology, Inc.** (515 Willow Springs Lane, York, PA 17406) on February 6, 2014, for two (2) burnoff ovens, under GP4, at the electrical motor rewinding/rebuilding facility in East Manchester Township, **York County**. The general permit authorization was renewed.

*Northwest Region: Air Quality Program, 230 Chestnut Street, Meadville, PA 16335-3481*

*Contact: Edward Orris, New Source Review Chief—Telephone: 814-332-6636*

**GP5-10-390A: MarkWest Liberty Bluestone LLC—Royal Oak Compressor Station** (961 Brownsdale Road, Evans City, PA 16033) on February 4, 2014, to operate four (4) natural gas fired compressor engines (Caterpillar G3608TA (3), Caterpillar G3612TA), two (2) natural gas fired generator engines (Caterpillar G3516LE), 120 MMSCF/d capacity glycol dehydrator, five (5) condensate and produced water storage tanks, and 7.0 MMBtu/hr capacity flare (BAQ/GPA/GP-5) in Forward Township, **Butler County**.



**GP19-61-223A: Schake Industries, Inc.** (3467 Route 257, Seneca, PA 16346) on February 13, 2014, to operate a dry abrasive blasting operation (BAQ/GPA/GP-19) in Cranberry Township, **Venango County**.

**Plan Approvals Issued under the Air Pollution Control Act and regulations in 25 Pa. Code Chapter 127, Subchapter B relating to construction, modification and reactivation of air contamination sources and associated air cleaning devices.**

*Southeast Region: Air Quality Program, 2 East Main Street, Norristown, PA 19401*

*Contact: Sachin Shankar, New Source Review Chief—Telephone: 484-250-5920*

**09-0102E: Clean Earth of Southeast Pennsylvania, Inc.** (7 Steel Road East, Morrisville, PA 19067; Attn: Mr. Joe Siravo) on February 7, 2014, for installation of two (2) indoor diesel powered screens and modification of an existing indoor diesel powered screen at your Morrisville thermal treatment plant in Falls Township, **Bucks County**. This facility is a non-Title V facility. The following is a summary of potential emissions from this project: NO<sub>x</sub>—2.16 TPY; CO—0.27 TPY; PM—0.10 TPY (includes PM-10 and PM-2.5); VOC—1.93 TPY; SO<sub>x</sub>—0.51 TPY; and HAP—1.17 TPY. This Plan Approval does not trigger NSR or PSD. The sources are not subject to NSPS or NESHAP regulations. The Plan Approval will contain recordkeeping and operating restrictions designed to keep the facility operating within the allowable emissions and all applicable air quality requirements.

**46-0046A: Accellent, Inc.** (200 West 7th Avenue, Trappe, PA 19426) on February 7, 2014, for addition of applicable Boiler MACT requirements from 40 C.F.R. Part 63, Subpart DDDDD to Source ID Nos. 031, 032, and 034, which are existing boilers at their facility in Trappe Borough, **Montgomery County**.

*Northcentral Region: Air Quality Program, 208 West Third Street, Williamsport, PA 17701*

*Contact: Muhammad Q. Zaman, Environmental Program Manager—Telephone: 570-327-3648*

**12-00008B: GKN Sinter Metals, Inc.** (PO Box 493, Emporium, PA 15834) on February 7, 2014, to install two (2) Donaldson-Torit model DFO 4-64 cartridge collectors (designated as “DC015” and “DC017”) on their existing finishing lines No. 4 through No. 12 and the existing shot blasting operation at their Airport Road facility in Emporium Borough, **Cameron County**.

*Northwest Region: Air Quality Program, 230 Chestnut Street, Meadville, PA 16335-3481*

*Contact: Edward Orris, New Source Review Chief—Telephone: 814-332-6636*

**10-265D: Iron Mountain Information Management, LLC** (1137 Branchton Road, Boyers, PA 16020) on February 12, 2014, for modification of emission limits, operating hour restrictions, and work practice requirements associated with existing diesel-fired emergency generators at their facility in Cherry Township, **Butler County**.

**42-00011-MACT: International Waxes, Inc.—Farmers Valley** (45 Route 446, Smethport, PA 16749-5413) on February 5, 2014, issued a plan approval which will require the facility to comply with the Boiler MACT by January 31, 2016, at your facility in **McKean County**.

**42-147C: W.R. Case & Sons Cutlery Co.** (P.O. Box 4000, Owens Way, Bradford, PA 16701-0940) on February 6, 2014, to modify existing sources and construction of a

new baghouse. This project is the result of a reorganization program to increase efficiency. This facility is located in Bradford Township, **McKean County**.

**Plan Approval Revisions Issued including Extensions, Minor Modifications and Transfers of Ownership under the Air Pollution Control Act and 25 Pa. Code §§ 127.13, 127.13a and 127.32.**

*Southeast Region: Air Quality Program, 2 East Main Street, Norristown, PA 19401*

*Contact: Sachin Shankar, New Source Review Chief—Telephone: 484-250-5920*

**23-0108D: Barry Callebaut U.S.A., LLC.** (903 Industrial Highway, Eddystone, PA 19022) on February 10, 2014, for the operation of roasters Nos. 1 & 2 and nib grinding line No. 3 in Eddystone Borough, **Delaware County**.

*Southcentral Region: Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110*

*Contact: Thomas J. Hanlon, Facility Permitting Chief—Telephone: 717-705-4862 or William Weaver, Regional Air Quality Manager, Telephone: 717-705-4702.*

**34-05001D: AC Products, Inc.** (12393 William Penn Highway, Thompsontown, PA 17094) on February 12, 2014, to modify the wood cabinet surface coating operation in Delaware Township, **Juniata County**. The plan approval was extended.

**06-05002-PAL: Lehigh Cement Co., LLC—Evansville Cement Plant and Quarry** (537 Evansville Road, Fleetwood, Pennsylvania 19522-8541) on February 12, 2014, for the implementation of Plantwide Applicability Limits (PAL) at their cement manufacturing facility in Maiden creek Township, **Berks County**. The plan approval was extended.

*Northcentral Region: Air Quality Program, 208 West Third Street, Williamsport, PA 17701*

*Contact: Muhammad Q. Zaman, Environmental Program Manager—Telephone: 570-327-3648*

**59-00025A: EQT Gathering, LLC** (EQT Plaza, 625 Liberty Avenue, Suite 1700, Pittsburgh, PA 15222) on February 3, 2014, for revision of the Responsible Official of their Tioga natural gas compressor station in Duncan Township, **Tioga County**.

**59-00025B: EQT Gathering, LLC** (EQT Plaza, 625 Liberty Avenue, Suite 1700, Pittsburgh, PA 15222) on February 3, 2014, for revision of the Responsible Official of their Tioga natural gas compressor station in Duncan Township, **Tioga County**.

**14-00003F: Pennsylvania State University** (101P Office of Physical Plant Bldg., University Park, PA 16802) on February 11, 2014, for revision of the plan approval for their West Campus Steam Plant Improvement Project located in State College Borough, **Centre County**. The plan approval has been revised via an administrative amendment process to remove the erroneous example from the plan approval conditions relating to the boilers' compliance cap requirements. The plan approval conditions for testing, monitoring, recordkeeping and reporting requirements to demonstrate compliance with all applicable federal and state regulatory requirements remain unchanged.

**08-00040B: Seaboard International, Inc.** (PO Box 450989, Houston, TX 77245) on February 14, 2014 to extend the authorization to operate a wellhead equipment

repair operation at their facility located in Ulster Township, **Bradford County** on a temporary basis to August 13, 2014. The plan approval has been extended.

*Southwest Region: Air Quality Program, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

*Contact: M. Gorog & B. Hatch, Environmental Engineer Managers—Telephone: 412-442-4163/5226*

**63-00958A: MarkWest Liberty Midstream and Resources, LLC** (1515 Arapahoe St., Tower 1, Suite 1600, Denver, CO 80202-2137) on February 10, 2014, for a Plan Approval extension to be effective February 10, 2014 with an expiration of August 9, 2014, for continued temporary operation of additional and existing sources at the MarkWest Welling Compressor Station in Buffalo Township, **Washington County**.

**65-00837B: Dominion Transmission, Inc.** (Oakford Compressor Station (500 Dominion Boulevard., Glenn Allen, VA 23060) on February 10, 2014, for a plan approval extension in order to prepare and submit a revision to the Title V operating permit application so that the requirements of this plan approval can be included in Salem Township, **Westmoreland County**. The plan approval has been extended.

*Northwest Region: Air Quality Program, 230 Chestnut Street, Meadville, PA 16335-3481*

*Contact: Edward Orris, New Source Review Chief—Telephone: 814-332-6636*

**62-185A: Berenfield Containers, Inc.** (304 Main Avenue, Warren, PA 16365) on February 7, 2014, effective February 28, 2014, will issue a plan approval extension for construction of a metal container manufacturing facility. The inside liner coating and exterior paint will be applied using high volume, low pressure (HVLP) spray guns in spray booths. Emissions from spray booths will be controlled by fiber filter pads. A recuperative thermal oxidizer (RTO) will be used to control VOC emissions from the curing process. This facility will be located in the City of Warren, **Warren County**. The plan approval has been extended.

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#### **Title V Operating Permits Issued under the Air Pollution Control Act and 25 Pa. Code Chapter 127, Subchapter G.**

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*Southcentral Region: Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110*

*Contact: Thomas J. Hanlon, Facility Permitting Chief—Telephone: 717-705-4862 or William Weaver, Regional Air Quality Manager, Telephone: 717-705-4702.*

**05-05006: Columbia Gas Transmission, LLC** (1700 MacCorkle Avenue SE, Charleston, WV 25314) on January 30, 2014, for the Artemas Compressor Station in Mann Township, **Bedford County**. The Title V permit was renewed.

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#### **Operating Permits for Non-Title V Facilities Issued under the Air Pollution Control Act and 25 Pa. Code Chapter 127, Subchapter F.**

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*Southcentral Region: Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110*

*Contact: Thomas J. Hanlon, Facility Permitting Chief—Telephone: 717-705-4862 or William Weaver, Regional Air Quality Manager, Telephone: 717-705-4702.*

**28-03043: CAM Superline, Inc.** (4763 Zane A. Miller Drive, Waynesboro, PA 17268-8667) on February 6, 2014,

for their trailer manufacturing facility in Washington Township, **Franklin County**. The State-only permit was renewed.

*Southwest Region: Air Quality Program, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

*Contact: Barbara Hatch, Facilities Permitting Chief—Telephone: 412-442-4174*

**03-00250: Rosebud Mining Co.** (301 Market Street, Kittanning, PA 16201) on February 10, 2014, to issue a State Only Operating Permit to incorporate the plan approval sources and requirements of the PA-03-00250 date effective February 13, 2014, for their Long Run Mining Plant in West Franklin Township, **Armstrong County**.

**04-00502: Shasta, Inc.** (300 Steel Street, Aliquippa, PA 15001) on February 14, 2014, for a State Only Operating Permit (SOOP) renewal to Shasta to authorize the continued operation of their fabricated structural metal grinding operation in Aliquippa, **Beaver County**.

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#### **Operating Permit Revisions Issued including Administrative Amendments, Minor Modifications or Transfers of Ownership under the Air Pollution Control Act and 25 Pa. Code §§ 127.412, 127.450, 127.462 and 127.464.**

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*Southeast Region: Air Quality Program, 2 East Main Street, Norristown, PA 19401*

*Contact: Janine Tulloch-Reid, Facilities Permitting Chief—Telephone: 484-250-5920*

**46-00262: Penn Color, Inc.** (2755 Bergey Road, Hatfield, PA 19440) on February 7, 2014, for operation of a pigment dispersion and color concentrates manufacturing plant owned and operated by Penn Color, Inc. in Hatfield Township, **Montgomery County**. The permit is for a non-Title V (State only) facility. Facility wide criteria pollutant emissions are restricted to less than the major facility thresholds; therefore, the facility is classified as a Synthetic Minor facility. Administrative Amendment of the Synthetic Minor Operating Permit issued under the Air Pollution Control Act (35 P. S. §§ 4001—4015) and 25 Pa. Code § 127.450. The Administrative Amendment incorporates terms and conditions of Plan Approval No. 46-0262B, which allows for the installation of two (2) extruder machines (Source ID 121—Dry Building Extruder E12 and Source ID 122—Dry Building Extruder E13) operating as part of Color Concentrate Manufacturing, located in the Dry Building. The amended permit will include monitoring, recordkeeping, and reporting requirements designed to keep the facility within all applicable air quality requirements.

*Southcentral Region: Air Quality Program, 909 Elmerton Avenue, Harrisburg, PA 17110*

*Contact: Thomas J. Hanlon, Facility Permitting Chief—Telephone: 717-705-4862 or William Weaver, Regional Air Quality Manager, Telephone: 717-705-4702.*

**22-05007: Lancaster County SWMA** (1670 South 19th Street, Harrisburg, PA 17104-3201) on February 7, 2014, for their municipal waste combustor facility in Harrisburg City, **Dauphin County**. The Title V permit was amended to reflect a change of ownership.

**28-03012: Hartman Snack Group, Inc.** (6647 Molly Pitcher Highway, Chambersburg, PA 17202-7713) on February 10, 2014, for their snack food manufacturing facil-



ity in Antrim Township, **Franklin County**. The State-only permit was administratively amended to reflect a change of ownership.

*Northcentral Region: Air Quality Program, 208 West Third Street, Williamsport, PA 17701*

*Contact: Muhammad Q. Zaman, Environmental Program Manager—Telephone: 570-327-3648*

**08-00003: JELD-WEN, Inc.** (PO Box 311, 825 Shiner Road, Towanda, PA 18848-0311) on February 11, 2014, to issue a revised Title V Operating Permit for a change of ownership of the Towanda facility from CraftMaster Manufacturing, Inc. to JELD-WEN, Inc. This facility is located in Wysox Township, **Bradford County**. This revised operating permit contains all applicable regulatory requirements including monitoring, recordkeeping, and reporting conditions.

*Southwest Region: Air Quality Program, 400 Waterfront Drive, Pittsburgh, PA 15222-4745*

*Contact: Barbara Hatch, Facilities Permitting Chief—Telephone: 412-442-4174*

**32-00040: NRG Wholesale Generation LP**, (121 Champion Way, Canonsburg, PA 15317) Administrative Amendment issued on February 10, 2014 to change the name of the Responsible Official. Alan R. Metzler is now the Responsible Official. The Seward Generating Station is located in East Wheatfield Township, **Indiana County**.

*Northwest Region: Air Quality Program, 230 Chestnut Street, Meadville, PA 16335-3481*

*Contact: Matthew Williams, Facilities Permitting Chief—Telephone: 814-332-6131*

**25-00918: MMC Sterilization Services Group** (2205 East 33rd Street, Erie, PA 16510-2555) on February 10, 2014, issued an administrative amendment to the State Only Operating Permit for their facility in Erie City, **Erie County**. The amendment incorporates the change of the responsible official.

**43-00152: John Maneely Co.—Wheatland Tube Division—Mill Street Plant** (PO Box 608, Wheatland, PA 16161-0608) on February 12, 2014, issued an administrative amendment to the State Only Operating Permit for the facility in Sharon City, **Mercer County**. The amendment incorporates the requirements of plan approval 42-152B.

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**Operating Permits Denied, Terminated, Suspended or Revoked under the Air Pollution Control Act and 25 Pa. Code §§ 127.431 and 127.461.**

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*Southeast Region: Air Quality Program, 2 East Main Street, Norristown, PA 19401*

*Contact: Janine Tulloch-Reid, Facilities Permitting Chief—Telephone: 484-250-5920*

**09-00133: Quad Graphics, Inc.** (4581 Lower Valley Rd., Atglen, PA 19310) on February 7, 2014, for operation of four (4) 10-color heatset web offset lithographic printing presses at direct mail printing facility in Bristol Township, **Bucks County**. This operating permit was revoked due to the permanent shutdown of operations at the facility.

## ACTIONS ON COAL AND NONCOAL MINING ACTIVITY APPLICATIONS

**Actions on applications under the Surface Mining Conservation and Reclamation Act (52 P. S. §§ 1396.1—1396.19a); the Noncoal Surface Mining Conservation and Reclamation Act (52 P. S. §§ 3301—3326); The Clean Streams Law; the Coal Refuse Disposal Control Act (52 P. S. §§ 30.51—30.66); and The Bituminous Mine Subsidence and Land Conservation Act (52 P. S. §§ 1406.1—1406.20a).** The final action on each application also constitutes action on the NPDES permit application and, if noted, the request for a Section 401 Water Quality Certification. Mining activity permits issued in response to applications will also address the application permitting requirements of the following statutes: the Air Quality Pollution Act (35 P. S. §§ 4001—4014); the Dam Safety and Encroachments Act (32 P. S. §§ 693.1—693.27); and the Solid Waste Management Act (35 P. S. §§ 6018.101—6018.1002).

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### Coal Permits Issued

*California District Office: 25 Technology Drive, Coal Center, PA 15423, 724-769-1100*

**30080703 and NPDES No. PA0235831. River Processing Corporation**, (PO Box 1020, 158 Portal Road, Waynesburg, PA 15370). To operate the Freeport Coal Refuse Disposal Area No. 1 in Jefferson Township, **Greene County** to operate a new coal refuse disposal area and related NPDES permit. In conjunction with this approval, the Department is granting 401 Water Quality Certification certifying that the approved activities will comply with the applicable provisions of sections 301—303, 306, and 307 of the Federal Water Pollution Control Act (33 USCA § 1341) and will not violate Federal and State water quality standards. Coal Refuse Disposal Support Acres Proposed 58.8, Coal Refuse Disposal Acres Proposed 87.8. Receiving Stream: Unnamed Tributary to Tenmile Creek, classified for the following use: WWF. The first downstream potable water supply intake from the point of discharge is Tri-County Joint Municipal Authority and intake: Monongahela River. The application was considered administratively complete on July 8, 2009. Application received November 26, 2008. Permit issued February 6, 2014.

**30841316. Consol Pennsylvania Coal Company, LLC**, (1525 Pleasant Grove Rd., PO Box J, Claysville, PA 15323). To revise the permit for the Bailey Mine & Prep Plant in Richhill Township, **Greene County** to install an overhead power line referred to as the 1M Power Line. In conjunction with this approval, the Department is granting 401 Water Quality Certification certifying that the approved activities will comply with the applicable provisions of sections 301—303, 306, and 307 of the Federal Water Pollution Control Act (33 USCA § 1341) and will not violate Federal and State water quality standards. Surface Acres Proposed 7.3. No additional discharges. The application was considered administratively complete on September 26, 2013. Application received July 25, 2013. Permit issued February 7, 2014.

**14831301 and NPDES No. PA008966. Pennsylvania Mines, LLC**, (2 North 9th Street, Allentown, PA 18101). To renew the permit for the Rushton Mine in Rush and Decatur Townships, **Centre County** and related NPDES permit for reclamation/water treatment only. No additional discharges. The application was considered admin-

istratively complete on July 5, 2012. Application received October 27, 2011. Permit issued February 12, 2014.

*Moshannon District Mining Office: 186 Enterprise Drive, Philipsburg, PA 16866, 814-342-8200*

**17040103 and NPDES No. PA0243744. Hepburnia Coal Company** (P.O. Box 1, Grampian, PA 16838). Renewal permit issued for reclamation only to an existing bituminous surface mine located in Knox Township, **Clearfield County** affecting 57.1 acres. Receiving stream(s) Unnamed Tributary to Little Clearfield Creek classified for the following use(s): Cold Water Fishes. There are no potable water supply intakes within 10 miles downstream. Application received: January 23, 2014. Permit issued: February 7, 2014.

**17793123 and NPDES No. PA0089603. Strishock, LLC** (220 Hillcrest Drive, DuBois, PA 15801). Renewal permit issued for reclamation only to an existing bituminous surface mine located in Union and Brady Townships, **Clearfield County** affecting 102.8 acres. Receiving stream(s): Sugar Camp Run and Laborde Branch classified for the following use(s): Cold Water Fishes. There are no potable water supply intakes within 10 miles downstream. Application received: August 7, 2013. Permit issued: February 3, 2014.

**17080107. Junior Coal Contracting, Inc.** (2330 Six Mile Road, Philipsburg, PA 16866). Permit renewal for continued operation and restoration of an existing bituminous surface and auger mine in Decatur and Woodward Townships, **Clearfield County** affecting 298.7 acres. Receiving stream(s): Unnamed Tributaries to Moshannon Creek classified for the following use(s): Cold Water Fishes. There are no potable water supply intakes within 10 miles downstream. Application received: September 5, 2013. Permit issued: February 5, 2014.

**17813093 and NPDES PA0609609. AMFIRE Mining Company LLC** (One Energy Place Latrobe, PA 15650). Permit renewal for the continued operation and restoration of a bituminous surface mine, auger, refuse disposal, noncoal (shale) mining, preparation plant, and GP-12 in Lawrence Township, **Clearfield County** affecting 112.5 acres. Receiving stream(s): Wolf Run classified for Cold Water Fishes. There are no potable water supply intakes within 10 miles downstream. Application received: November 18, 2013. Permit issued: February 5, 2014.

*Pottsville District Mining Office: 5 West Laurel Boulevard, Pottsville, PA 17901, 570-621-3118*

**Permit No. 49080104 and NPDES Permit No. PA0224987. D. Molesevich & Sons Construction Co., Inc.**, (PO Box 121, Mt. Carmel, PA 17851), commencement, operation and restoration of anthracite surface mine, coal refuse reprocessing and refuse disposal operation in Mt. Carmel Township, **Northumberland County** affecting 423.0 acres, receiving streams: Quaker Run, Coal Run and South Branch of Roaring Creek. Application received: October 6, 2008. Permit issued: February 11, 2014.

#### *Noncoal Permits Issued*

*Greensburg District Mining Office: Armbrust Professional Center, 8205 Route 819, Greensburg, PA 15601, 724-925-5500*

**65900402 and NPDES Permit No. PA0591777. Hanson Aggregates BMC, Inc.** (2200 Springfield Pike, Connellsville, PA 15425). Permit revision issued for additional 323.3 acres of underground mining to an existing large noncoal surface mine, located in Derry and Fairfield Townships, **Westmoreland County**, affecting 507.7 sur-

face acres. Receiving stream: unnamed tributary to Tannery Hollow. Application received: November 26, 2013. Permit issued: February 13, 2014.

*Pottsville District Mining Office: 5 West Laurel Boulevard, Pottsville, PA 17901, 570-621-3118*

**Permit No. 64132501 and NPDES Permit No. PA0225347. Kevin Schrader**, (PO Box 262, Lake Como, PA 18437), commencement, operation and restoration of a quarry operation in Buckingham Township, **Wayne County** affecting 10.0 acres, receiving stream: Equinunk Creek. Application received: January 22, 2013. Permit issued: February 11, 2014.

#### **ACTIONS ON BLASTING ACTIVITY APPLICATIONS**

**Actions on applications under the Explosives Acts of 1937 and 1957 and 25 Pa. Code § 211.124. Blasting activity performed as part of a coal or noncoal mining activity will be regulated by the mining permit for that coal or noncoal mining activity.**

#### *Blasting Permits Issued*

*Greensburg District Mining Office: Armbrust Professional Center, 8205 Route 819, Greensburg, PA 15601, 724-925-5500*

**65144101. Midstream Explosives, LLC** (289 Southside Drive, Newville, PA 17241). Blasting activity permit for the construction of the Mariner East Spread 2 pipeline, located in Rostraver Township, **Westmoreland County** with an exploration date of January 20, 2015. Blasting permit issued: February 8, 2014.

**63144101. Wampum Hardware Co.** (636 Paden Road, New Galilee, PA 16141). Blasting activity permit for the construction at the PA Turnpike Rt. 22 and 1576, located in Robinson Township, **Washington County** with an exploration date of December 31, 2014. Blasting permit issued: January 21, 2014.

**63144102. Midstream Explosives, LLC** (289 Southside Drive, Newville, PA 17241). Blasting activity permit for the construction of the Mariner East Spread 1 pipeline, located in Union and Elizabeth Townships, etc., **Washington** and **Allegheny Counties** with an exploration date of January 20, 2015. Blasting permit issued: February 8, 2014.

**63144103. Wampum Hardware Co.** (636 Paden Road, New Galilee, PA 16141). Blasting activity permit for the construction of the Trumbull West Finley Pad, to conduct seismic activity located in West Finley Township, **Washington County** with an exploration date of December 31, 2014. Blasting permit issued: February 8, 2014.

*Knox District Mining Office: P.O. Box 669, 310 Best Avenue, Knox, PA 16232-0669, 814-797-1191*

**37144101. Wampum Hardware Company** (2856 Stoystown Road, Friedens, PA 15541-7020) Blasting activity permit for excavation to install a natural gas pipeline in North Beaver & Shenango Townships, **Lawrence & Mercer Counties**. This blasting activity permit will expire on December 31, 2014. Permit issued: February 6, 2014.

*Moshannon District Mining Office: 186 Enterprise Drive, Philipsburg, PA 16866, 814-342-8200*

**59144102. M & J Explosives LLC** (P. O. Box 1248, Carlisle, PA 17013). Blasting for construction of a well



pad located in Sullivan Township, **Tioga County** with an expiration date of February 6, 2015. Permit issued February 11, 2014.

*Pottsville District Mining Office: 5 West Laurel Boulevard, Pottsville, PA 17901, 570-621-3118*

**Permit No. 15144101. Keystone Blasting Service**, (15 Hopeland Road, Lititz, PA 17543), construction blasting for Tel Hai Honey Brook Township, **Chester County** with an expiration date of December 31, 2014. Permit issued: February 11, 2014.

**Permit No. 22144102. Maine Drilling & Blasting, Inc.**, (P.O. Box 1140, Gardiner, ME 04345), construction blasting for Paxton Creek in Susquehanna Township, **Dauphin County** with an expiration date of February 10, 2015. Permit issued: February 11, 2014.

**Permit No. 36144103. Maine Drilling & Blasting, Inc.**, (P.O. Box 1140, Gardiner, ME 04345), construction blasting for Project Marc in West Donegal Township, **Lancaster County** with an expiration date of February 4, 2015. Permit issued: February 11, 2014.

**Permit No. 36144104. Abel Construction Co., Inc.**, (PO Box 476, Mountville, PA 17554), construction blasting for Rock Lititz in Warwick Township, **Lancaster County** with an expiration date of February 5, 2015. Permit issued: February 11, 2014.

**Permit No. 36144105. Keystone Blasting Service**, (15 Hopeland Road, Lititz, PA 17543), construction blasting for Lamar Weaver basement in West Earl Township, **Lancaster County** with an expiration date of June 30, 2014. Permit issued: February 11, 2014.

## FEDERAL WATER POLLUTION CONTROL ACT SECTION 401

The Department has taken the following actions on previously received permit applications, requests for Environmental Assessment approval and requests for Water Quality Certification under section 401 of the Federal Water Pollution Control Act (FWPCA) (33 U.S.C.A. § 1341).

Except as otherwise noted, the Department has granted 401 Water Quality Certification certifying that the construction and operation described will comply with sections 301—303, 306 and 307 of the FWPCA (33 U.S.C.A. §§ 1311—1313, 1316 and 1317) and that the construction will not violate applicable Federal and State water quality standards.

Persons aggrieved by an action may appeal that action to the Environmental Hearing Board (Board) under section 4 of the Environmental Hearing Board Act and 2 Pa.C.S. §§ 501—508 and 701—704. The appeal should be sent to the Environmental Hearing Board, Second Floor, Rachel Carson State Office Building, 400 Market Street, PO Box 8457, Harrisburg, PA 17105-8457, (717) 787-3483. TDD users may contact the Board through the Pennsylvania Relay Service, (800) 654-5984. Appeals must be filed with the Board within 30 days of publication of this notice in the *Pennsylvania Bulletin* unless the appropriate statute provides a different time period. Copies of the appeal form and the Board's rules of practice and procedure may be obtained from the Board. The appeal form and the Board's rules of practice and procedure are also available in Braille or on audiotape from the Secretary to the Board at (717) 787-3483. This paragraph does not, in and of itself, create a right of appeal beyond that permitted by applicable statutes and decisional law.

For individuals who wish to challenge an action, the appeal must reach the Board within 30 days. A lawyer is not needed to file an appeal with the Board.

Important legal rights are at stake, however, so individuals should show this notice to a lawyer at once. Persons who cannot afford a lawyer may qualify for free pro bono representation. Call the Secretary to the Board at (717) 787-3483 for more information.

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**Actions on applications for the following activities filed under the Dam Safety and Encroachments Act (32 P.S. §§ 693.1—693.27), section 302 of the Flood Plain Management Act (32 P.S. § 679.302) and The Clean Streams Law and Notice of Final Action for Certification under section 401 of the FWPCA.**

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*Permits, Environmental Assessments and 401 Water Quality Certifications Issued:*

### WATER OBSTRUCTIONS AND ENCROACHMENTS

*Northeast Region: Waterways and Wetlands Program Manager, 2 Public Square, Wilkes-Barre, PA 18711-1915, Telephone 570-826-2511.*

**E45-584. Douglas Kleintop**, 987 Arrowhead Drive, Pocono Lake, PA 18347. Tobyhanna Township, **Monroe County**, Army Corps of Engineers Philadelphia District.

To construct and maintain a 15-foot long by 35-foot wide pile-supported wooden dock in Arrowhead Lake (EV) and to construct and maintain a 4-foot wide by 105-foot long elevated wooden boardwalk across a de minimus area of wetlands (EV) equal to 0.01 acre for the purpose of dock access. The project is located along Arrowhead Drive near its intersection with Mohican Trail Lot 2, Block A-2, Section 1 of the Arrowhead Lakes Subdivision (Thornhurst, PA Quadrangle Latitude: 41° 09' 10"; Longitude: -75° 34' 34") in Tobyhanna Township, Monroe County. Subbasin: 2A

**E45-585. William Black**, 513 Coldstream Drive, Berwyn, PA 19312. Coolbaugh Township, **Monroe County**, Army Corps of Engineers Philadelphia District.

To construct and maintain a 6-ft wide X 14-ft long pile-supported aluminum dock in North Arrowhead Lake (EV). The project is located several hundred feet south-east of the intersection of Skippack Court and North Arrowhead Drive (Thornhurst, PA Quadrangle Latitude: 41° 09' 51"; Longitude: -75° 34' 2") in Coolbaugh Township, Monroe County. Subbasin: 2A

*Northwest Region: Watershed Management Program Manager, 230 Chestnut Street, Meadville, 16335.*

**E20-588. Meadville Area Water Authority**, 18160 Rogers Ferry Road, Meadville, PA 16335-8372 in Venango Township, **Crawford County**, ACOE Pittsburgh District.

The repaving of the bituminous parking near the office and garage Building, bituminous paving of a previous grassy area near the office and garage building, widening of the existing entrance to the water treatment site, and construction of vegetated swales within the 100-year floodplain of Cussewago Creek as part of the construction of a clearwell and chemical building outside of the flood plain at the existing water treatment facility north west of the intersection of SR 2034 (Rogers Ferry Road) and SR 4009 (Mosiertown Road) (Meadville Quadrangles N: 41° 39' 02"; W: 80° 10' 34")

### EROSION AND SEDIMENT CONTROL

The following Erosion and Sediment Control permits have been issued.

Persons aggrieved by an action may appeal that action to the Environmental Hearing Board (Board) under section 4 of the Environmental Hearing Board Act and 2 Pa.C.S. §§ 501—508 and 701—704. The appeal should be sent to the Environmental Hearing Board, Second Floor, Rachel Carson State Office Building, 400 Market Street, PO Box 8457, Harrisburg, PA 17105-8457, (717) 787-3483. TDD users may contact the Board through the Pennsylvania Relay Service, (800) 654-5984. Appeals must be filed with the Board within 30 days of publication of this notice in the *Pennsylvania Bulletin* unless the appropriate statute provides a different time period. Copies of the appeal form and the Board's rules of practice and procedure may be obtained from the Board. The appeal form and the Board's rules of practice and procedure are also available in Braille or on audiotape from the Secretary to the Board at (717) 787-3483. This paragraph does not, in and of itself, create a right of appeal beyond that permitted by applicable statutes and decisional law.

For individuals who wish to challenge an action, the appeal must reach the Board within 30 days. A lawyer is not needed to file an appeal with the Board. Important legal rights are at stake, however, so individuals should show this notice to a lawyer at once. Persons who cannot afford a lawyer may qualify for free pro bono representation. Call the Secretary to the Board at (717) 787-3483 for more information.

*Eastern Region: Oil & Gas Management Program Manager, 208 West Third Street, Williamsport, PA 17701*

ESCGP-1 # ESG29-081-14-0001  
Applicant Name Anadarko Marcellus Midstream, LLC  
Contact Person Rane Wilson  
Address 33 West Third Street  
City, State, Zip Williamsport, PA 17701  
County Lycoming County  
Township(s) Gamble Township  
Receiving Stream(s) and Classification(s) Calebs Run (EV, MF);  
Secondary: Loyalsock Creek

ESCGP-1 # ESX29-131-14-0001  
Applicant Name Carrizo Marcellus LLC  
Contact Person Gary Byron  
Address PO Box 231  
City, State, Zip Drifting, PA 16834  
County Wyoming County  
Township(s) Lemon and Washington Townships  
Receiving Stream(s) and Classification(s) UNT Billing Mill Brook (CWF/MF);  
Secondary: Tunkhannock Creek (TSF)

ESCGP-1 # ESX29-015-14-0006  
Applicant Name Appalachia Midstream Services, LLC  
Contact Person Randy DeLaune  
Address 100 IST Center  
City, State, Zip Horseheads, NY 14845  
County Bradford County  
Township(s) Canton Township  
Receiving Stream(s) and Classification(s) Towanda Creek (TSF/MF), UNT to Towanda Creek (CWF/MF)

ESCGP-1 # ESX29-115-14-0011  
Applicant Name Talisman Energy USA, Inc.  
Contact Person Lance Ridall  
Address 337 Daniel Zenker Drive  
City, State, Zip Horseheads, NY 14845  
County Susquehanna County  
Township(s) Apolacoon Township  
Receiving Stream(s) and Classification(s) UNT to Apalachin Creek (CWF/MF)

ESCGP-1 # ESX11-115-0165 (01)  
Applicant Name Williams Field Services Company, LLC  
Contact Person Julie Nicholas  
Address 1212 South Abington Road  
City, State, Zip Clarks Summit, PA 18411  
County Susquehanna County  
Township(s) Bridgewater and Brooklyn Townships  
Receiving Stream(s) and Classification(s) UNTs to Horton Creek (CWF/MF), Meshoppen Creek (CWF/MF)

ESCGP-1 # ESG13-027-0002  
Applicant Name Anadarko E&P Onshore, LLC  
Contact Person Rane Wilson  
Address 33 West Third Street, Suite 200  
City, State, Zip Williamsport, PA 17701  
County Centre County  
Township(s) Burnside Township  
Receiving Stream(s) and Classification(s) UNT Bougher Run (HQ-CWF/MF);  
Secondary: Bougher Run (HQ-CWF/MF) Also classified as Wild Trout

*Southwest Region: Oil & Gas Program Mgr. 400 Waterfront Dr. Pittsburgh PA*

ESCGP-2 No: ESG13-007-0012  
Applicant Name: Utica Gas Services LLC  
Contact Person Mr John Lattea  
Address: 179 Chesapeake Drive  
City: Jane Lew State: WV Zip Code: 26378  
County: Beaver Township: South Beaver  
Receiving Stream (s) And Classifications: UNT 99678102 & 99678020 to Brush Run (HQ-CWF); HQ; Other CWF

ESCGP-2 No.: ESX14-059-0001  
Applicant Name: Vista Gathering LLC  
Contact Person: Mr Mike Hopkins  
Address: 480 Johnson Road Suite 100  
City: Washington State: PA Zip Code: 15301  
County: Greene Township(s): Franklin  
Receiving Stream(s) and Classifications: South Fork Tenmile Creek; Other WWF

ESCGP-2 No.: ESX14-125-0010  
Applicant Name: Rice Drilling B LLC  
Contact Person: Mr Joe Mallow  
Address: 171 Hillpointe Drive Suite 301  
City: Canonsburg State: PA Zip Code: 15317  
County: Washington Township(s): West Pike Run  
Receiving Stream(s) and Classifications: UNT to Pike Run/ Monongahela River; Other Trout Stocking (TSF)

ESCGP-2 No.: ESG13-125-0095  
Applicant Name: MarkWest Liberty Midstream & Resources LLC  
Contact Person: Mr Rick Lowry  
Address: 4600 J Barry Court Suite 500  
City: Canonsburg State: PA Zip Code: 15317  
County: Washington Township(s): Cross Creek  
Receiving Stream(s) and Classifications: UNT 51082 to South Fork of Cross Creek (54280), UNT-1 to South Fork of Cross Creek (54280), UNT-2 to UNT-1 to South Fork of Cross Creek (54280)/ Cross Creek; HQ; Other Warm Water Fishery (HQWWF)

ESCGP-2 No.: ESX13-051-0008  
Applicant Name: Chevron Appalachia LLC  
Contact Person: Mr Branden Weimer  
Address: 800 Mountain View Drive  
City: Smithfield State: PA Zip Code: 15478  
COUNTY Fayette Township(s): Franklin  
Receiving Stream(s) and Classifications: Crabapple Run; Other WWF; Siltation-Impaired

ESCGP-2 No.: ESG13-125-0092  
 Applicant Name: Range Resources Appalachia LLC  
 Contact Person: Ms Laura M Rusmiser  
 Address: 3000 Town Center Boulevard  
 City: Canonsburg State: PA Zip Code: 15317  
 County: Washington Township(s): Cross Creek  
 Receiving Stream(s) and Classifications: UNTs to South Fork Cross Creek/Raccoon Creek Watershed; HQ

ESCGP-2 No.: ESG13-063-0013  
 Applicant Name: CNX Gas Company LLC  
 Contact Person: Mr Jonathan Madill  
 Address: 280 Indian Springs Road  
 City: Indiana State: PA Zip Code 15701  
 County: Indiana Township(s): Green  
 Receiving Stream(s) and Classifications: Tributary 27222, and Tributary 27220 to Cush Cushion Creek/West Branch Susquehanna Watershed; HQ

ESCGP-2 No.: ESX14-003-0001  
 Applicant Name: CNX Gas Company LLC  
 Contact Person: Mr Jonathan Madill  
 Address: 280 Indian Springs Road  
 City: Indiana State: PA Zip Code: 15701  
 County: Allegheny Township(s): Findlay  
 Receiving Stream(s) and Classifications: Tributary 36710 to Montour Run/Upper Ohio River; Tributary 36715 to Montour Run/ Upper Ohio River; UNTs to Montour Run/Upper Ohio River; Montour Run/Upper Ohio River; UNTs to North Fork Montour Run/Upper Ohio River; North Fork Montour Run/Upper Ohio River; Other TSF; Siltation-Impaired

ESCGP-2 No.: ESX13-125-0051  
 Applicant Name: Range Resources Appalachia LLC  
 Contact Person: Mr Glenn Truzzi  
 Address: 3000 Town Center Boulevard  
 City: Canonsburg State: PA Zip Code: 15317  
 County: Washington Township(s): Smith, Hanover  
 Receiving Stream(s) and Classifications: UNT to Harmon Creek & UNT to Burgetts Fork/Raccoon Creek Watershed; Other WWF

ESCGP-2 NO.: ESG13-005-0022  
 Applicant Name: EQT Gathering LLC  
 CONTACT PERSON: Mr Brian M Clauto  
 ADDRESS: 455 Racetrack Road

City: Washington State: PA Zip Code: 15301  
 County: Armstrong Township(s): South Buffalo, North Buffalo, West Franklin  
 Receiving Stream(s) and Classifications: UNT to Pine Run, Pine Run, Pine Run Subwatershed, UNT to Sipes Run, Sipes Run Subwatershed, Marrowbone Run Subwatershed, UNT to Buffalo Creek, Buffalo Creek, Buffalo Creek Subwatershed (Buffalo Creek Watershed); HQ; Other HQ-TSF; Siltation-Impaired

ESCGP-2 NO.: ESX13-059-0033  
 Applicant Name: Appalachia Midstream Services LLC  
 CONTACT: Mr Toby Lattea  
 ADDRESS: 179 Chesapeake Drive  
 City: Jane Lew State: WV Zip Code: 26378  
 County: Greene Township(s): Richhill  
 Receiving Stream(s) and Classifications: UNT to North Fork Dunkard Fork (TSF), UNT to Whitehorn Run (TSF); UNT to Kent Run (TSF); Kent Run (TSF); Polen Run (TSF); Wheeling—Buffalo Creeks Watershed; Other TSF

ESCGP-2 NO.: ESX13-125-0077  
 Applicant Name: MarkWest Liberty Midstream & Resources LLC  
 CONTACT: Mr Rick Lowry  
 ADDRESS: 4600 J Barry Court Suite 500  
 City: Canonsburg State: PA Zip Code: 15317  
 County: Washington Township(s): Smith  
 Receiving Stream(s) and Classifications: UNT #78633 to Burgetts Fork (30325), UNT 1 to UNT #64239 to Burgetts Fork (30325), UNT 2 to #64239 to Burgetts Fork (30325) / Raccoon Creek Watershed; Other Warm Water Fishery (WWF)

ESCGP-2 NO.: ESX13-059-0033  
 Applicant Name: Appalachia Midstream Services LLC  
 CONTACT: Mr Toby Lattea  
 ADDRESS: 179 Chesapeake Drive  
 City: Jane Lew State: WV Zip Code: 26378  
 County: Greene Township(s): Richhill  
 Receiving Stream(s) and Classifications: UNT to North Fork Dunkard Fork (TSF); UNT to Whitehorn Run (TSF); UNT to Kent Run (TSF); Kent Run (TSF); Polen Run (TSF); Wheeling-Buffalo Creeks Watershed; Other TSF

**STORAGE TANKS**

**SITE-SPECIFIC INSTALLATION PERMITS**

The following Storage Tank Site-Specific Installation Permits, under the authority of the Storage Tank Spill Prevention Act (35 P. S. §§ 6021.304, 6021.504, 6021.1101—6021.1102) and under 25 Pa. Code Chapter 245, Subchapter C, have been issued by the Bureau of Environmental Cleanup and Brownfields, Director, PO Box 8763, Harrisburg, PA 17105-8763.

<i>SSIP Permit No.</i>	<i>Applicant Name &amp; Address</i>	<i>County</i>	<i>Municipality</i>	<i>Tank Type</i>	<i>Tank Capacity</i>
14-09-013	New Seaview, LLC 725 Skippack Pike Blue Bell, PA 19422 Attn: William Packer	Bucks	Falls Township	11 ASTs storing petroleum oils; 1 AST storing sodium hydroxide	2,165,000 gallons total



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**SPECIAL NOTICES**


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**DRINKING WATER STATE REVOLVING FUND SPECIAL NOTICE**


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**Special Notice Under the Federal Safe Drinking Water Act (SDWA); 42 U.S.C. 300f, et. seq.**


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*Northeast Region: Safe Drinking Water Program Manager, 2 Public Square, Wilkes-Barre, PA 18701-1915*

*Project Location:*

<i>Applicant</i>	<i>Applicant Address</i>	<i>County</i>
Hemlock Farms Community Association	1007 Hemlock Farms Lords Valley, Pa 18428	Blooming Grove Township Pike County

*Project Description:* The Pennsylvania Infrastructure Investment Authority, which administers the Commonwealth's State Revolving Fund, is intended to be the funding source for this project. The Hemlock Farms Community Association is proposing the construction of an oxidation/filtration water treatment system for iron and manganese reduction at Well 4 including a 3,000 gallon buried sludge holding tank. Sludge will be pumped out of tank and properly disposed of at a POTW. It will also involve the relocation of the existing corrosion inhibitor feed system from the Well 4 building to the new filter building and relocate the feed point after the iron and manganese treatment. The Department's review of the project and the information received in the Environmental Report for the project has not identified any significant, adverse environmental impact resulting from this proposal. The Department hereby approves the Environmental Assessment for the proposed project.

[Pa.B. Doc. No. 14-441. Filed for public inspection February 28, 2014, 9:00 a.m.]

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**Alternative Fuels Incentive Grant Program Opportunity**

The Department of Environmental Protection (Department), Office of Pollution Prevention and Energy Assistance, Bureau of Energy, Innovations and Technology Deployment announces an opportunity to apply for grants under the Alternative Fuels Incentive Grant Program to improve this Commonwealth's air quality and reduce consumption of imported oil through the use of home-grown alternative fuels that will help the economy and environment in this Commonwealth. The Department is seeking applications for innovative, advanced fuel and vehicle technology projects resulting in cleaner advanced alternative transportation within this Commonwealth.

Approximately \$8 million in grants will be available for school districts, municipal authorities, political subdivisions, nonprofit entities, corporations, limited liability companies or partnerships incorporated or registered in this Commonwealth to retrofit vehicles to operate on alternative fuels or support next-phase advanced research, development and training related to alternative fuels and alternative fuel vehicles.

The grant funds available will include an opportunity to propose projects which will convert or purchase natural gas vehicles weighing less than 26,000 pounds as well as convert or purchase electric, propane or other alternative fuel vehicles of any vehicle weight.

As with the recent Act 13 Natural Gas Vehicle Deployment Program, applicants interested in purchasing or converting one or two alternative fuel vehicles will be encouraged to join forces and aggregate into a single application to satisfy the five-vehicle minimum required for application.

Key elements of the purchase or conversion to alternative fuel vehicles are as follows:

- Each project must propose to receive funding for five or more eligible vehicles.
- The vehicles utilizing incremental purchase or retrofit cost funding must be registered in this Commonwealth.

- Each grant will cover no more than 50% of the incremental purchase or retrofit cost of eligible vehicles.
- Grants will not provide more than \$25,000 for each eligible vehicle.
- Eligible vehicles include purchased or retrofitted new and used vehicles.
- A single application for the purchase or retrofit of new and used vehicles may not exceed \$250,000.
- Grantees may not receive incremental costs for a vehicle purchased or retrofitted prior to June 1, 2014.
- Grant funds awarded under this program may not be used in place of available Federal funds.
- Project must be completed within the grant period of performance which will end June 30, 2016.

The program guidelines and application instructions are available on the Department web site at <http://www.dep.state.pa.us> (click on "DEP Programs A-Z" and then "Alternative Fuels"). Applications will be accepted online through the eGrants system. Visit <https://www.grants.dcnr.state.pa.us> (click on "Find a Grant Program," scroll down to "AFIG" and click "Apply for this grant").

The application period will open on Saturday, March 1, 2014. Applications must be submitted no later than 4 p.m. on Friday, May 30, 2014. Hardcopy applications will not be accepted.

E. CHRISTOPHER ABRUZZO,  
*Secretary*

[Pa.B. Doc. No. 14-442. Filed for public inspection February 28, 2014, 9:00 a.m.]

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**Availability of Technical Guidance**

Technical guidance documents are available on the Department of Environmental Protection's (Department) web site at <http://www.library.dep.state.pa.us>. The "Technical Guidance Final Documents" heading is the link to a menu of the various Department bureaus where each bureau's final technical guidance documents are posted.



The “Technical Guidance Draft Documents” heading is the link to the Department’s draft technical guidance documents.

#### *Ordering Paper Copies of Department Technical Guidance*

The Department encourages the use of the Internet to view and download technical guidance documents. When this option is not available, persons can order a paper copy of any of the Department’s draft or final technical guidance documents by contacting the Department at (717) 783-8727.

In addition, bound copies of some of the Department’s documents are available as Department publications. Check with the appropriate bureau for more information about the availability of a particular document as a publication.

#### *Changes to Technical Guidance Documents*

Following is the current list of recent changes. Persons who have questions or comments about a particular document should call the contact person whose name and phone number is listed with each document.

#### *Final Technical Guidance—Substantive Revision*

**DEP ID:** 012-0900-003. **Title:** Policy on Public Participation in the Permit Review Process. **Description:** This policy establishes a framework for public participation in the permit application review process by providing consistent guidelines for how the Department encourages public participation in the review of a permit application and how it reviews and responds to comments received during the public participation process. The Department proposed making substantive revisions to this guidance document and opened it for public comment at 43 Pa.B. 3421 (June 22, 2013). During the public comment period, the Department received comments from 1,803 commentators. A comment-response document has been prepared and is posted in the eLibrary.

**Contact:** Questions regarding this action should be directed to Laura Henry at (717) 705-3769 or lahenry@pa.gov.

*Effective Date:* March 1, 2014

#### *Final Technical Guidance—Rescission*

**DEP ID:** 362-0300-007. **Title:** Alternate Systems Guidance. **Description:** This document was published as final on February 6, 2004. Over the last 10 years, specifications for alternate onlot technologies in the guidance document have become outdated because of improvements in the technical design of alternate onlot treatment systems. The Department has posted the majority of the contents contained in the guidance document to the Department web site. The alternate technology listings are located by accessing the Department web site at [www.dep.state.pa.us](http://www.dep.state.pa.us), using the keywords “Onlot Sewage Technologies.” Each manufacturer or each generic alternate onlot sewage treatment technology has an individual listing that includes the most current specifications. To maximize administrative efficiency, the process of posting online will greatly streamline the approval for manufacturers’ products.

**Contact:** Questions regarding this action should be directed to John Diehl, Chief, Act 537 Management at (717) 783-2941 or jdiehl@pa.gov.

*Effective Date:* March 1, 2014

E. CHRISTOPHER ABRUZZO,  
*Secretary*

[Pa.B. Doc. No. 14-443. Filed for public inspection February 28, 2014, 9:00 a.m.]

### Bid Opportunity

**OSM 54(1678)102.1, Abandoned Mine Reclamation Project, Bowmans, Mahanoy Township, Schuylkill County.** The principal items of work and approximate quantities include mobilization and demobilization; implementation of the Erosion and Sediment Control Plan; clearing and grubbing; removal and storage of structures; R-5 rock 2,400 tons; ASSHTO No. 1 coarse aggregate 500 tons; and seeding 1.2 acres. This bid issues on February 28, 2014, and bids will be opened on March 25, 2014, at 2 p.m. Bid documents cost \$10 per set and will not be mailed until payment has been received. This project is financed by the Federal government under the authority given it by the Surface Mining Control and Reclamation Act of 1977 (act) (30 U.S.C.A. §§ 1201—1308) and is subject to the act and to the Federal grant for this project. Contact the Construction Contracts Section at (717) 787-7820 or joelmiller@state.pa.us for more information on this bid.

E. CHRISTOPHER ABRUZZO,  
*Secretary*

[Pa.B. Doc. No. 14-444. Filed for public inspection February 28, 2014, 9:00 a.m.]

### Bid Opportunity

**OSM 14(6811)101.1, Abandoned Mine Reclamation Project, Moshannon Far North, Snow Shoe Township, Centre County.** The principal items of work and approximate quantities include mobilization and demobilization; implementation of the Erosion and Sediment Control Plan; clearing and grubbing; grading 208,000 cubic yards; ditch excavation 175 cubic yards; erosion control/turf reinforcement mat 465 square yards; subsurface drain 1,131 linear feet; and seeding 25 acres. This bid issues on February 28, 2014, and bids will be opened on March 25, 2014, at 2 p.m. Bid documents cost \$10 per set and will not be mailed until payment has been received. This project is financed by the Federal government under the authority given it by the Surface Mining Control and Reclamation Act of 1977 (act) (30 U.S.C.A. §§ 1201—1308) and is subject to the act and to the Federal grant for this project. Contact the Construction Contracts Section at (717) 787-7820 or joelmiller@state.pa.us for more information on this bid.

E. CHRISTOPHER ABRUZZO,  
*Secretary*

[Pa.B. Doc. No. 14-445. Filed for public inspection February 28, 2014, 9:00 a.m.]

### Requirement to Submit Emissions Inventory Data

The Department of Environmental Protection (Department) is notifying all owners and operators of companies

involved in coal bed methane gas processing across this Commonwealth that they must submit to the Department source reports on their facilities' air emissions for 2013. In accordance with section 4(3) of the Air Pollution Control Act (35 P. S. § 4004(3)) and 25 Pa. Code § 135.3 (relating to reporting), the Department is authorized to collect air quality emissions inventories including those from owners and operators of facilities engaged in coal bed methane gas compressing, processing and related activities. The reports are due on or before April 30, 2014.

The sources and activities at coal bed methane gas processing stations that the Department has identified as subject to the emissions reporting requirements include compressor stations; dehydration units; fugitives, such as connectors, flanges, pump lines, pump seals and valves; heaters; pneumatic controllers and pumps; stationary engines; tanks, pressurized vessels and impoundments; venting and blow down systems. The source reports are due for activities at all processing facilities that support the coal bed methane wells.

Complete source reports, including emissions data, should be submitted to the Department by April 30, 2014, for operations during the 2013 calendar year. Subsequently thereafter, the reports and annual emissions inventories under 25 Pa. Code § 135.3 will be due to the Department by March 1 each year for operations during the preceding calendar year. Emission statements required for stationary sources emitting 50 and 100 tons per year of volatile organic compounds and oxides of nitrogen, respectively, should have already been submitted to the Department as required under 25 Pa. Code § 135.21 (relating to emission statements).

Additional information may be obtained by contacting Michael Rudawski, Department of Environmental Protection, Bureau of Air Quality, Air Information Section, P. O. Box 8468, Harrisburg PA 17105-8468, (717) 783-9241, mrudawski@pa.gov.

E. CHRISTOPHER ABRUZZO,  
*Secretary*

[Pa.B. Doc. No. 14-446. Filed for public inspection February 28, 2014, 9:00 a.m.]

## DEPARTMENT OF GENERAL SERVICES

### Lease Retail Space to the Commonwealth Delaware County

Proposals are invited to provide the Department of General Services with approximately 7,500 usable square feet of retail space for the Liquor Control Board in Holmes, Delaware County. For more information on SFP No. 94566, which is due on March 21, 2014, visit [www.dgs.state.pa.us](http://www.dgs.state.pa.us) or contact the Bureau of Real Estate at (717) 787-4394.

SHERI PHILLIPS,  
*Secretary*

[Pa.B. Doc. No. 14-447. Filed for public inspection February 28, 2014, 9:00 a.m.]

## DEPARTMENT OF HEALTH

### Application of Lower Bucks Hospital for Exception

Under 28 Pa. Code § 51.33 (relating to requests for exceptions), the Department of Health (Department) gives notice that Lower Bucks Hospital has requested an exception to the requirements of 28 Pa. Code § 127.32 (relating to written orders).

This request is on file with the Department. Persons may receive a copy of a request for exception by requesting a copy from the Department of Health, Division of Acute and Ambulatory Care, Room 532, Health and Welfare Building, Harrisburg, PA 17120, (717) 783-8980, fax (717) 772-2163, ra-paexcept@pa.gov.

Persons who wish to comment on an exception request may do so by sending a letter by mail, e-mail or facsimile to the Division at the address listed previously.

Comments received by the Department within 10 days after the date of publication of this notice will be reviewed by the Department before it decides whether to approve or disapprove the request for exception.

Persons with a disability who wish to obtain a copy of a request and/or provide comments to the Department and require an auxiliary aid, service or other accommodation to do so should contact the Division at the previously listed address or phone number, or for speech and/or hearing impaired persons V/TT (717) 783-6154, or the Pennsylvania AT&T Relay Service (800) 654-5984.

MICHAEL WOLF,  
*Secretary*

[Pa.B. Doc. No. 14-448. Filed for public inspection February 28, 2014, 9:00 a.m.]

### Application of UPMC Presbyterian Shadyside for Exception

Under 28 Pa. Code § 51.33 (relating to requests for exceptions), the Department of Health (Department) gives notice that UPMC Presbyterian Shadyside has requested an exception to the requirements of 28 Pa. Code § 153.1 (relating to minimum standards), which requires compliance with minimum standards contained in the following publication: *Guidelines for Design and Construction of Hospitals and Healthcare Facilities*. The facility specifically requests exception from the following standards contained in this publication: 2.2-3.1.4.3(2), 2.2-3.1.4.3(6) and 2.2-3.1.4.3(7) (relating to space requirements; hand-washing station; and toilet room).

This request is on file with the Department. Persons may receive a copy of a request for exception by requesting a copy from the Department of Health, Division of Acute and Ambulatory Care, Room 532, Health and Welfare Building, Harrisburg, PA 17120, (717) 783-8980, fax (717) 772-2163, ra-paexcept@pa.gov.

Persons who wish to comment on an exception request may do so by sending a letter by mail, e-mail or facsimile to the Division at the address listed previously.

Comments received by the Department within 10 days after the date of publication of this notice will be reviewed by the Department before it decides whether to approve or disapprove the request for exception.

Persons with a disability who wish to obtain a copy of a request and/or provide comments to the Department and require an auxiliary aid, service or other accommodation to do so should contact the Director, Division of Acute and Ambulatory Care at (717) 783-8980, for speech and/or hearing impaired persons V/TT (717) 783-6154, or the Pennsylvania AT&T Relay Service (800) 654-5984 (TT).

MICHAEL WOLF,  
*Secretary*

[Pa.B. Doc. No. 14-449. Filed for public inspection February 28, 2014, 9:00 a.m.]

Comments received by the Department within 10 days after the date of publication of this notice will be reviewed by the Department before it decides whether to approve or disapprove the request for exception.

Persons with a disability who wish to obtain a copy of the request and/or provide comments to the Department and require an auxiliary aid, service or other accommodation to do so should contact the Division at the address or phone number listed previously, or for speech and/or hearing impaired persons V/TT (717) 783-6514, or the Pennsylvania AT&T Relay Service (800) 654-5984 (TT).

MICHAEL WOLF,  
*Secretary*

[Pa.B. Doc. No. 14-450. Filed for public inspection February 28, 2014, 9:00 a.m.]

**Long-Term Care Nursing Facilities; Request for Exception**

The following long-term care nursing facilities are seeking exceptions to 28 Pa. Code § 211.9(g) (relating to pharmacy services):

Lakeside Health and Rehabilitation Center  
245 Old Lake Road  
Dallas, PA 18612  
FAC ID # 290902

ManorCare Health Services—Sunbury  
800 Court Street Circle Road  
Sunbury, PA 17801  
FAC ID # 123302

Peter Becker Community  
800 Maple Avenue  
Harleysville, PA 19438  
FAC ID # 160602

These requests are on file with the Department of Health (Department). Persons may receive a copy of a request for exception by requesting a copy from the Department of Health, Division of Nursing Care Facilities, Room 526, Health and Welfare Building, Harrisburg, PA 17120, (717) 787-1816, fax (717) 772-2163, ra-paexcept@pa.gov.

Persons who wish to comment on an exception request may do so by sending a letter by mail, e-mail or facsimile to the Division at the address listed previously.

**Pennsylvania Cancer Control, Prevention and Research Advisory Board Meeting**

The Pennsylvania Cancer Control, Prevention and Research Advisory Board, established under section 3 of the Pennsylvania Cancer Control, Prevention and Research Act (35 P. S. § 5633), will hold its quarterly meeting on Wednesday, March 26, 2014, from 9 a.m. to 12 p.m. at the Giant Super Food Store Community Center, Second Floor, 2300 Linglestown Road, Harrisburg, PA 17110.

For additional information or for persons with a disability who wish to attend the meeting and require an auxiliary aid, service or other accommodation to do so, contact Sharon Sowers, Plan and Policy Section Chief, Department of Health, Comprehensive Cancer Control Section, Room 1011, Health and Welfare Building, 625 Forster Street, Harrisburg, PA, (717) 547-3249, for speech and/or hearing impaired persons V/TT (717) 783-6514, or the Pennsylvania AT&T Relay Service (800) 654-5984.

This meeting is subject to cancellation without notice.

MICHAEL WOLF,  
*Secretary*

[Pa.B. Doc. No. 14-451. Filed for public inspection February 28, 2014, 9:00 a.m.]

**FISH AND BOAT COMMISSION**

**Classification of Wild Trout Streams; Proposed Additions, Adjustments and Removals; May 2014**

Under 58 Pa. Code § 57.11 (relating to listing of wild trout streams), it is the policy of the Fish and Boat Commission (Commission) to accurately identify and classify stream sections supporting naturally reproducing populations of trout as wild trout streams. The Commission's Fisheries Management Division maintains the list of wild trout streams. The Executive Director, with the approval of the Commission, will from time to time publish the list of wild trout streams in the *Pennsylvania Bulletin*. The listing of a stream section as a wild trout stream is a biological designation that does not determine how it is managed. The Commission relies upon many factors in determining the appropriate management of streams.

At the next Commission meeting on May 5 and 6, 2014, the Commission will consider changes to its list of wild trout streams. Specifically, the Commission will consider the addition of the following streams or portions of streams to the list:

<i>County</i>	<i>Stream Name</i>	<i>Tributary To</i>	<i>Section Limits</i>
Armstrong	Foundry Run	Mahoning Creek Lake	Headwaters to mouth
Carbon	Nis Hollow	Lehigh River	Headwaters to mouth
Centre	Potter Run	Sinking Creek	SR 0144 downstream to mouth
Crawford	DeWolfe Run	Marsh Run	Headwaters to mouth
Elk	Sawmill Run	Little Toby Creek	Headwaters to mouth

<i>County</i>	<i>Stream Name</i>	<i>Tributary To</i>	<i>Section Limits</i>
Jefferson	East Branch Mahoning Creek	Mahoning Creek	Headwaters downstream to 1.0 km downstream of Branch Road (T-622) Bridge
Lackawanna	Hagen Run	Pond Creek	Headwaters to mouth
Lycoming	Reibsan Run	Plunketts Creek	Headwaters to mouth
Northumberland	West Branch Susquehanna River	Susquehanna River	Confluence of Moss Creek downstream to confluence of Peg Run
Somerset	North Branch South Fork Bens Creek	South Fork Bens Creek	Headwaters to mouth
Sullivan	Smith Cabin Run	North Branch Mehoopany Creek	Headwaters to mouth
Susquehanna	Burdick Creek	Meshoppen Creek	Outflow of pond in headwaters to mouth
Venango	Calaboose Run	Cornplanter Run	Headwaters to mouth
Venango	UNT to Allegheny River (RM 146.96)	Allegheny River	Headwaters to mouth
Warren	Anders Run	Allegheny River	Headwaters to mouth
Warren	Patchen Run	Matthews Run	Headwaters to mouth
Warren	Waid Run	Allegheny River	Headwaters to mouth
York	Mill Creek	Codorus Creek	Headwaters downstream to confluence of first unnamed tributary downstream from the Mt. Rose Avenue (SR 0124) Bridge

The Commission also will consider the following revisions to the section limits of streams on the list:

<i>County</i>	<i>Stream Name</i>	<i>Tributary To</i>	<i>Current Limits</i>	<i>Revised Limits</i>
Centre	Beauty Run	Sandy Run	Headwaters to mouth	Headwaters to unnamed tributary to Beauty Run at river mile 1.26
Centre	Little Sandy Run	Beech Creek	Headwaters to mouth	Headwaters to unnamed tributary to Little Sandy Run at river mile 2.08
Centre	Three Rock Run	Beech Creek	Headwaters to mouth	Headwaters to river mile 1.40

The Commission also will consider the removal of the following stream or portions of streams from the list:

<i>County</i>	<i>Stream Name</i>	<i>Tributary To</i>	<i>Section Limits</i>
Cambria	Rock Run	Chest Creek	Headwaters to mouth
Cambria	Sandy Run	South Fork Little Conemaugh River	Headwaters to mouth
Cameron	Mill Run	First Fork Sinnemahoning Creek	Headwaters to mouth
Cameron	Owl Run	First Fork Sinnemahoning Creek	Headwaters to mouth
Cameron	Rattlesnake Run	First Fork Sinnemahoning Creek	Headwaters to mouth
Clinton	Big Rock Spring	Rockey Run	Headwaters to mouth
Clinton	Cole Run	Cooks Run	Headwaters to mouth
Clinton	Commissioners Run	Sinnemahoning Creek	Headwaters to mouth
Clinton	Little McCloskey Run	West Branch Susquehanna River	Headwaters to mouth
Clinton	Right Fork Greene Branch	Greene Branch	Headwaters to mouth
Fayette	Ferguson Run	Gist Run	Headwaters to mouth
Fayette	Gist Run	Dunbar Creek	Headwaters to mouth
Fayette	Laurel Run	Gist Run	Headwaters to mouth



<i>County</i>	<i>Stream Name</i>	<i>Tributary To</i>	<i>Section Limits</i>
Lycoming	Big Run (near Tivoli)	Muncy Creek	Headwaters to mouth
Lycoming	Bull Run	Pine Creek	Headwaters to mouth
Lycoming	Hilborn Run	Pine Creek	Headwaters to mouth
Lycoming	McClure Run	Pine Creek	Headwaters to mouth
Lycoming	Pond Hollow Run	Larrys Creek	Headwaters to mouth
Lycoming	Pot Lick Hollow	Larrys Creek	Headwaters to mouth
Lycoming	Schoolhouse Run	Pine Creek	Headwaters to mouth
Lycoming	Watt Hollow Run	Larrys Creek	Headwaters to mouth
Potter	Burt Hollow	Allegheny River	Headwaters to mouth
Potter	Knowlton Hollow	Allegheny River	Headwaters to mouth
Potter	Mahon Run	First Fork Sinnemahoning Creek	Headwaters to mouth
Potter	Pine Island Run	First Fork Sinnemahoning Creek	Headwaters to mouth
Somerset	Flat Run	Roaring Run	Headwaters to mouth
Somerset	Pine Run	Roaring Run	Headwaters to mouth
Somerset	Shoemaker Run	Gladdens Run	Headwaters to mouth
Sullivan	Stony Run	Loyalsock Creek	Headwaters to mouth
Tioga	Bear Run	Pine Creek	Headwaters to mouth
Tioga	Benaur Hollow	Pine Creek	Headwaters to mouth
Tioga	Big Bridge Hollow	Pine Creek	Headwaters to mouth
Tioga	Boose Hollow	Wilson Creek	Headwaters to mouth
Tioga	Burdic Run	Pine Creek	Headwaters to mouth
Tioga	Clay Mine Run	Pine Creek	Headwaters to mouth
Tioga	Dillon Hollow	Pine Creek	Headwaters to mouth
Tioga	Good Spring Hollow	Pine Creek	Headwaters to mouth
Tioga	Herrington Hollow Run	Pine Creek	Headwaters to mouth
Tioga	Hoadley Hollow	Asaph Run	Headwaters to mouth
Tioga	Horse Run	Pine Creek	Headwaters to mouth
Tioga	Ice Break Run	Pine Creek	Headwaters to mouth
Tioga	Kinney Hollow	Marsh Creek	Headwaters to mouth
Tioga	Little Fourmile Run	Pine Creek	Headwaters to mouth
Tioga	Pinafore Run	Pine Creek	Headwaters to mouth
Tioga	Rail Island Run	Pine Creek	Headwaters to mouth
Tioga	Stone Quarry Run	Pine Creek	Headwaters to mouth
Tioga	Straight Creek	Pine Creek	Headwaters to mouth
Tioga	Tumbling Run	Pine Creek	Headwaters to mouth
Westmoreland	Big Spring Run	Conemaugh River	Headwaters to mouth

Persons with comments, objections or suggestions concerning the classification of the streams listed may submit them in writing to Executive Director, Fish and Boat Commission, P. O. Box 67000, Harrisburg, PA 17106-7000, within 30 days after publication of this notice in the *Pennsylvania Bulletin*. Comments submitted by facsimile will not be accepted.

Comments also may be submitted electronically by completing the form at [www.fishandboat.com/regcomments](http://www.fishandboat.com/regcomments). If an acknowledgment of electronic comments is not received by the sender within 2 working days, the comments should be retransmitted to ensure receipt. Electronic comments submitted in any other manner will not be accepted.

JOHN A. ARWAY,  
*Executive Director*

[Pa.B. Doc. No. 14-452. Filed for public inspection February 28, 2014, 9:00 a.m.]

**Proposed Changes to List of Class A Wild Trout Waters; May 2014**

The Fish and Boat Commission (Commission) is considering changes to its list of Class A Wild Trout Streams. Under 58 Pa. Code § 57.8a (relating to Class A wild trout streams), it is the Commission’s policy to manage self-sustaining Class A wild trout populations as a renewable natural resource to conserve that resource and the angling it provides. Class A wild trout populations represent the best of this Commonwealth’s naturally reproducing trout fisheries. The Commission manages these stream sections solely for the perpetuation of the wild trout fishery with no stocking.

Criteria developed for Class A Wild Trout fisheries are species specific. Wild Trout Abundance Class Criteria include provisions for:

- (i) *Wild Brook Trout Fisheries*
  - (A) Total brook trout biomass of at least 30 kg/ha (26.7 lbs/acre).
  - (B) Total biomass of brook trout less than 15 cm (5.9 inches) in total length of at least 0.1 kg/ha (0.089 lbs/acre).
  - (C) Brook trout biomass must comprise at least 75% of the total trout biomass.
- (ii) *Wild Brown Trout Fisheries*
  - (A) Total brown trout biomass of at least 40 kg/ha (35.6 lbs/acre).

(B) Total biomass of brown trout less than 15 cm (5.9 inches) in total length of at least 0.1 kg/ha (0.089 lbs/acre).

(C) Brown trout biomass must comprise at least 75% of the total trout biomass.

(iii) *Mixed Wild Brook and Brown Trout Fisheries*

(A) Combined brook and brown trout biomass of at least 40 kg/ha (35.6 lbs/acre).

(B) Total biomass of brook trout less than 15 cm (5.9 inches) in total length of at least 0.1 kg/ha (0.089 lbs/acre).

(C) Total biomass of brown trout less than 15 cm (5.9 inches) in total length of at least 0.1 kg/ha (0.089 lbs/acre).

(D) Brook trout biomass must comprise less than 75% of the total trout biomass.

(E) Brown trout biomass must comprise less than 75% of the total trout biomass.

(iv) *Wild Rainbow Trout Fisheries*

Total biomass of rainbow trout less than 15 cm (5.9 inches) in total length of at least 2.0 kg/ha (1.78 lbs/acre).

During recent surveys, Commission staff documented the following stream sections to have Class A wild trout populations. The Commission intends to consider adding these waters to its list of Class A Wild Trout Streams at its meeting on May 5 and 6, 2014.

<i>County</i>	<i>Stream</i>	<i>Section</i>	<i>Limits</i>	<i>Brook Trout (kg/ha)</i>	<i>Brown Trout (kg/ha)</i>	<i>Rainbow Trout (kg/ha)</i>	<i>Length (miles)</i>	<i>Survey Year</i>
Carbon	Nis Hollow	01	Headwaters to mouth	27.12	31.41	—	2.85	2012
Centre	Gap Run	01	Headwaters downstream to Sink 7-367 Bridge	231.45	—	—	2.27	2008
Clinton	Dry Run	01	Headwaters to mouth	49.84	—	—	3.90	2012
Mifflin	Swift Run	01	Headwaters to mouth	35.73	44.06	2.01	2.24	2009

Persons with comments, objections or suggestions concerning the additions are invited to submit comments in writing to Executive Director, Fish and Boat Commission, P. O. Box 67000, Harrisburg, PA 17106-7000, within 30 days after publication of this notice in the *Pennsylvania Bulletin*. Comments also may be submitted electronically by completing the form at [www.fishandboat.com/regcomments](http://www.fishandboat.com/regcomments). If an acknowledgment of electronic comments is not received by the sender within 2 working days, the comments should be retransmitted to ensure receipt. Electronic comments submitted in any other manner will not be accepted.

JOHN A. ARWAY,  
*Executive Director*

[Pa.B. Doc. No. 14-453. Filed for public inspection February 28, 2014, 9:00 a.m.]

**HEALTH CARE COST CONTAINMENT COUNCIL**

**Meetings Scheduled**

The Health Care Cost Containment Council (Council) has scheduled the following meetings: Monday, March 3, 2014—Executive Committee Meeting at 11 a.m.; Wednesday, March 5, 2014—Data Systems Committee Meeting at 10 a.m.; and Thursday, March 6, 2014—Council Meeting at 10 a.m.

The meetings will be held at the Council Office, 225 Market Street, Suite 400, Harrisburg, PA 17101. The public is invited to attend. Persons in need of accommodation due to a disability who wish to attend the meeting should contact Reneé Greenawalt at (717) 232-6787 at least 24 hours in advance so that arrangements can be made.

JOE MARTIN,  
*Executive Director*

[Pa.B. Doc. No. 14-454. Filed for public inspection February 28, 2014, 9:00 a.m.]

## INSURANCE DEPARTMENT

### Application for Approval to Merge with Hospital Service Association of Northeastern Pennsylvania, d/b/a Blue Cross of Northeastern Pennsylvania

Highmark, Inc., a Pennsylvania nonprofit corporation licensed to operate a nonprofit hospital plan and a nonprofit professional health service plan, has submitted an application seeking approval of an agreement of merger, whereby it proposes to merge with Hospital Service Association of Northeastern Pennsylvania, d/b/a Blue Cross of Northeastern Pennsylvania (BCNEPA), a Pennsylvania nonprofit corporation licensed to operate a nonprofit hospital plan. Highmark, Inc. would be the survivor of the merger. Pennsylvania domiciled insurer subsidiaries of BCNEPA affected by the agreement of merger include: First Priority Life Insurance Company, Inc. and HMO of Northeastern Pennsylvania, Inc. d/b/a First Priority Health. The application was received on February 18, 2014, and was made under Article XIV of The Insurance Company Law of 1921 (40 P.S. §§ 991.1401—991.1413).

The filing and related materials were made available on the Insurance Department's (Department) web site [www.insurance.pa.gov](http://www.insurance.pa.gov) on February 19, 2014. After first scheduling an appointment, consumers may also view the application and supplemental documents at the Department's Harrisburg office, (717) 787-0877.

Persons wishing to comment on the filing on the grounds of public or private interest in the filing are invited to submit a written statement on the filing to the Department. The public comment period will remain open for an indefinite period of time to afford persons ample opportunity to provide written comments on the filing to the Department. A subsequent notice will appear in the *Pennsylvania Bulletin* to announce the closing of the public comment period. Written statements must include the name, address and telephone number of the person making the statement; identification of the application to which the statement is addressed; and a concise statement with sufficient details and relevant facts to inform the Department of the exact basis of the statement. Written statements should be directed to Cressinda Bybee, Senior Insurance Company Licensing Specialist, Company Licensing Division, Insurance Department, 1345 Strawberry Square, Harrisburg, PA 17120, fax (717) 787-8557, [cbybee@pa.gov](mailto:cbybee@pa.gov).

Comments received will be part of the public record regarding the filing and will be made available on the Department's web site. Additionally, copies of the comments received will be forwarded to the applicant for appropriate response. The applicant's responses will also be made available on the Insurance Department's web site.

MICHAEL F. CONSEDINE,  
*Insurance Commissioner*

[Pa.B. Doc. No. 14-455. Filed for public inspection February 28, 2014, 9:00 a.m.]

### Notice to Workers' Compensation Insurance Carriers

Insurance companies that write Workers' Compensation are required to report workers' compensation premium,

loss and claim count information using 2013 Special Schedule "W." Authority for this call is in section 655 of The Insurance Company Law of 1921 (40 P.S. § 815).

Information to be reported by April 15, 2014, includes the following:

For calendar year 2013:

- \* Premiums—Written, Unearned, Earned
- \* Losses—Indemnity vs. Medical for Paid, Reserves (Case vs. Bulk and IBNR), Incurred
- \* Amounts added to premium to yield Standard Earned Premium at Designated Statistical Reporting Level
- \* Deductible adjustments to yield first dollar premiums and losses

For evaluations as of December 31, 2012, and December 31, 2013, policy year information for large deductible (that is, deductible > \$100,000) policies vs. all other policies including small deductible policies on a first dollar basis:

- \* Premiums—Earned
- \* Losses—Indemnity vs. Medical for Paid, Reserves (Case vs. Bulk and IBNR), Incurred
- \* Claim counts—Indemnity vs. Medical for Incurred, Closed with and without payments

Information regarding the submission of 2013 Special Schedule "W" has been sent to carriers and has also been posted at the Department's web site at <http://www.insurance.pa.gov>. In the "Services for Insurance Companies" tab select "Industry Activity" and under the "Product and Rate Activity" section click on "Data Calls."

Persons who have not received this information or have questions concerning information contained in this notice should contact Bojan Zorkic, Actuary, 1311 Strawberry Square, Harrisburg, PA 17120, (717) 787-6968, [bzorkic@pa.gov](mailto:bzorkic@pa.gov).

MICHAEL F. CONSEDINE,  
*Insurance Commissioner*

[Pa.B. Doc. No. 14-456. Filed for public inspection February 28, 2014, 9:00 a.m.]

## PENNSYLVANIA PUBLIC UTILITY COMMISSION

### Service of Notice of Motor Carrier Applications

The following temporary authority and/or permanent authority applications for the right to render service as a common carrier or contract carrier in this Commonwealth have been filed with the Pennsylvania Public Utility Commission. Formal protests and petitions to intervene must be filed in accordance with 52 Pa. Code (relating to public utilities). A protest shall indicate whether it applies to the temporary authority application, the permanent authority application, or both. Filings must be made with the Secretary, Pennsylvania Public Utility Commission, P. O. Box 3265, Harrisburg, PA 17105-3265, with a copy served on the applicant by March 17, 2014. Documents filed in support of the applications are available for inspection and copying at the Office of the Secretary between 8 a.m. and 4:30 p.m., Monday through Friday, and at the business address of the respective applicant.

**Application of the following for approval to begin operating as common carriers for transportation of persons as described under the application.**

**A-2014-2399029. Roy Milton Hartzog, t/d/b/a Hartzog's Transportation Service** (105 East Allen Street, Apt. 205, Mechanicsburg, PA 17055) for the right to begin to transport, as a common carrier, by motor vehicle, persons, in paratransit service, between points in the Counties of Adams, Cumberland, Dauphin and York, to and from medical appointments.

**Application of the following for approval of the beginning of the exercise of the right and privileges of operating motor vehicles as common carriers for the transportation of household goods as described under the application.**

**A-2014-2400852. Mark J & Heather L Powell, Co-Tenants in Entirety, t/a Powell Farms Trucking** (642 Hillside Drive, Towanda, PA 18848) for the right to begin to transport as a common carrier, by motor vehicle, household goods in use, between points in Bradford County to points in Pennsylvania and return.

ROSEMARY CHIAVETTA,  
*Secretary*

[Pa.B. Doc. No. 14-457. Filed for public inspection February 28, 2014, 9:00 a.m.]

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**Telecommunications**

**A-2014-2406146. United Telephone Company of Pennsylvania, LLC, d/b/a CenturyLink and Wholesale Carrier Services, Inc.** Joint petition of United Telephone Company of Pennsylvania, LLC, d/b/a CenturyLink and Wholesale Carrier Services, Inc. for approval of a master resale agreement under section 252(e) of the Telecommunications Act of 1996.

United Telephone Company of Pennsylvania, LLC, d/b/a CenturyLink and Wholesale Carrier Services, Inc. by its counsel, filed on February 18, 2014, at the Pennsylvania Public Utility Commission (Commission), a joint petition for approval of a master resale agreement under sections 251 and 252 of the Telecommunications Act of 1996.

Interested parties may file comments concerning the petition and agreement with the Secretary, Pennsylvania Public Utility Commission, P. O. Box 3265, Harrisburg, PA 17105-3265. Comments are due on or before 10 days after the date of publication of this notice. The documents filed in support of United Telephone Company of Pennsylvania, LLC, d/b/a CenturyLink and Wholesale Carrier Services, Inc. joint petition are available for inspection and copying at the Office of the Secretary between 8 a.m. and 4:30 p.m., Monday through Friday, at the Commission's web site at [www.puc.pa.gov](http://www.puc.pa.gov), and at the applicant's business address.

The contact person is Cheryl Walker Davis, Director, Office of Special Assistants, (717) 787-1827.

ROSEMARY CHIAVETTA,  
*Secretary*

[Pa.B. Doc. No. 14-458. Filed for public inspection February 28, 2014, 9:00 a.m.]

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**Telecommunications**

**A-2014-2405669. Verizon Pennsylvania, LLC and InterGlobe Communications, Inc.** Joint petition of

Verizon Pennsylvania, LLC and InterGlobe Communications, Inc. for approval of amendment No. 2 to the interconnection agreement under section 252(e) of the Telecommunications Act of 1996.

Verizon Pennsylvania, LLC and InterGlobe Communications, Inc., by its counsel, filed on February 12, 2014, at the Pennsylvania Public Utility Commission (Commission), a joint petition for approval of amendment No. 2 to an interconnection agreement under sections 251 and 252 of the Telecommunications Act of 1996.

Interested parties may file comments concerning the petition and agreement with the Secretary, Pennsylvania Public Utility Commission, P. O. Box 3265, Harrisburg, PA 17105-3265. Comments are due on or before 10 days after the date of publication of this notice. The documents filed in support of Verizon Pennsylvania, LLC and InterGlobe Communications, Inc. joint petition are available for inspection and copying at the Office of the Secretary between 8 a.m. and 4:30 p.m., Monday through Friday, at the Commission's web site at [www.puc.pa.gov](http://www.puc.pa.gov), and at the applicant's business address.

The contact person is Cheryl Walker Davis, Director, Office of Special Assistants, (717) 787-1827.

ROSEMARY CHIAVETTA,  
*Secretary*

[Pa.B. Doc. No. 14-459. Filed for public inspection February 28, 2014, 9:00 a.m.]

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**Telecommunications**

**A-2014-2405671. Verizon Pennsylvania, LLC and Zayo Group, LLC.** Joint petition of Verizon Pennsylvania, LLC and Zayo Group, LLC for approval of amendment No. 1 to the interconnection agreement under section 252(e) of the Telecommunications Act of 1996.

Verizon Pennsylvania, LLC and Zayo Group, LLC, by its counsel, filed on February 12, 2014, at the Pennsylvania Public Utility Commission (Commission), a joint petition for approval of amendment No. 1 to an interconnection agreement under sections 251 and 252 of the Telecommunications Act of 1996.

Interested parties may file comments concerning the petition and agreement with the Secretary, Pennsylvania Public Utility Commission, P. O. Box 3265, Harrisburg, PA 17105-3265. Comments are due on or before 10 days after the date of publication of this notice. The documents filed in support of Verizon Pennsylvania, LLC and Zayo Group, LLC joint petition are available for inspection and copying at the Office of the Secretary between 8 a.m. and 4:30 p.m., Monday through Friday, at the Commission's web site at [www.puc.pa.gov](http://www.puc.pa.gov), and at the applicant's business address.

The contact person is Cheryl Walker Davis, Director, Office of Special Assistants, (717) 787-1827.

ROSEMARY CHIAVETTA,  
*Secretary*

[Pa.B. Doc. No. 14-460. Filed for public inspection February 28, 2014, 9:00 a.m.]



# PHILADELPHIA REGIONAL PORT AUTHORITY

## Request for Bids

The Philadelphia Regional Port Authority will accept sealed bids for Project No. 14-023.D, Sale of Metal Racking System for Palletized Cargo Storage, until 2 p.m. on Tuesday, March 25, 2014. Information (including mandatory prebid information) can be obtained from the web site [www.philaport.com](http://www.philaport.com) under Procurement or call (215) 426-2600.

JAMES T. McDERMOTT, Jr.,  
*Executive Director*

[Pa.B. Doc. No. 14-461. Filed for public inspection February 28, 2014, 9:00 a.m.]

## STATE CONSERVATION COMMISSION

### Action on Odor Management Plans for Concentrated Animal Operations and Concentrated Animal Feeding Operations and Volunteers Complying with the Commonwealth's Facility Odor Management Program

The State Conservation Commission has taken the following actions on previously received applications for

Odor Management Plans under 3 Pa.C.S. §§ 501—522 (relating to nutrient management and odor management).

Persons aggrieved by any action may appeal under 3 Pa.C.S. § 517 (relating to appealable actions), section 4 of the Environmental Hearing Board Act (35 P. S. § 7514) and 2 Pa.C.S. §§ 501—508 and 701—704 (relating to Administrative Agency Law) to the Environmental Hearing Board, Second Floor, Rachel Carson State Office Building, 400 Market Street, P. O. Box 8457, Harrisburg, PA 17105-8457, (717) 787-3483. TDD users should contact the Environmental Hearing Board (Board) through the Pennsylvania AT&T Relay Service at (800) 654-5984. Appeals must be filed with the Board within 30 days of publication of this notice in the *Pennsylvania Bulletin*. Copies of the appeal form and the Board's rules of practice and procedure may be obtained from the Board. The appeal form and the Board's rules of practice and procedure are also available in Braille or on audiotape from the Secretary of the Board at (717) 787-3483. This paragraph does not, in and of itself, create any right of appeal beyond that permitted by applicable statutes and decision law.

For individuals who wish to challenge an action, appeals must reach the Board within 30 days. A lawyer is not needed to file an appeal with the Board.

Important legal rights are at stake, so individuals interested in challenging this action should show this notice to a lawyer at once. Persons who cannot afford a lawyer may qualify for pro bono representation. Call the Secretary of the Board at (717) 787-3483 for more information.

### Odor Management Plan—Public Notice Spreadsheet—Actions

<i>Ag Operation Name, Address</i>	<i>County/Township</i>	<i>Animal Equivalent Units</i>	<i>Animal Type</i>	<i>New, Amended, or Existing</i>	<i>Action Taken</i>
Kerek Musser 2604 Hossler Road Manheim, PA 17545	Lancaster County/ Rapho Township	540.63	Layers	New	Approved
Bob Gochenaur 3449 Delta Road Airville, PA 17302	York County/ Lower Chanceford Township	96.1	Broilers	New	Approved
David E. King 329A Centerville Road Gordonville, PA 17529	Lancaster County/ Leacock Township	0	Dairy	New	Approved
David Morrow 237 Briar Road Loysville, PA 17047	Perry County/ Southwest Madison Township	336.32	Swine	New	Approved
Middlecreek Poultry, Inc. 197 Hunters Junction Road Dornsife, PA 17823	Northumberland County/ Washington Township	187.35	Broilers / Rabbits	Amended	Approved
Todd Chestnut 910 Bridgewater Road Newville, PA 17241	Cumberland County/ Upper Mifflin Township	693	Swine	New	Approved
Country View Family Farms, LLC Bivouac Sow Farm 15197 Great Cove Road Big Cove Tannery, PA 17212	Fulton County/ Ayr Township	2,978.55	Swine	New	Approved

## NOTICES

<i>Ag Operation Name, Address</i>	<i>County/Township</i>	<i>Animal Equivalent Units</i>	<i>Animal Type</i>	<i>New, Amended, or Existing</i>	<i>Action Taken</i>
Loren Stoner 336 Sunset Drive Fredericksburg, PA 17026	Lebanon County/ Bethel Township	196.5	Broilers	New	Approved
Apple Shamrock Dairy Farms, LLC 32821 Guys Mill Road Townville, PA 16360	Crawford County/ Steuben Township	1,165	Dairy	Amended	Approved

GEORGE D. GREIG,  
*Chairperson*

[Pa.B. Doc. No. 14-462. Filed for public inspection February 28, 2014, 9:00 a.m.]

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