Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

Alignment of Eligible Content: More than Just Content
The crosswalk below is designed to show the alignment between the PA Academic Standard Eligible Content and the PA Common Core Eligible Content. While content is in many cases similar, the **key message is that PA Common Core focused instruction is more rigorous and will prepare students for upcoming PSSAs and future PA Common Core aligned PSSAs.**

The defining element of the PA Common Core Standards is one of rigor. Barbara Blackburn elaborates on the concept of rigor when she states: "True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.[1]"

Focus on PA Common Core
As instruction segues from the PA Academic Standards to the PA Common Core Standards, it is important to understand the need to prepare students for the current and upcoming PA CC-aligned PSSAs and to consider not only the content but the degree of rigor embraced by the new standards. The instructional shifts embrace increased reading of informational texts, growth in text complexity through the grades, focus on academic vocabulary, text dependent analysis, writing from sources, and literacy instruction in all content areas. The PA Common Core aligned Eligible Content statements reflect those shifts.

PA Common Core – Raising the Bar
Educators will note that the items developed to measure the new Assessment Anchors and Eligible Content (Common Core aligned AA/EC) will differ from the current PSSA items in both rigor and difficulty. This will be a direct result of the rigor of the new Assessment Anchors and Eligible Content where the average Depth of Knowledge (DOK) will be higher than the DOK of the existing PSSA Assessment Anchors and Eligible Content. As a result, educators should see items written at the higher cognitive levels (e.g., level 2 and level 3). However, that does not mean that a DOK level 1 item will not be found on the transitioned PSSA.   For example, an item measuring math fluency is typically written at DOK level 1. For reading, there may be a vocabulary AA/EC that allows for an item to be written at DOK 1.

Regardless of the increased rigor of the items measuring the new Assessment Anchors and Eligible Content (Common Core aligned AA/EC), educators will also perceive the difficulty of the assessment to have increased.

Eye on the Standards
It is important to remember that while Assessment Anchors and Eligible Content provide the blueprint for the PSSA assessments, they are a reflection only of what can be assessed in large scale testing and do not reflect all of classroom instruction.

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[1] Barbara Blackburn, *Rigor and the Common Core State Standards*, mailto:http://www.educationworld.com/a_admin/rigor-and-common-core-state-standards.shtml (January 2013)

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
Comprehension and Reading Skills **Understand Fiction Appropriate to Grade Level – Vocabulary (PA Academic Standards)** **Vocabulary Acquisition and Use (PA CC Standards)** While both sets of Eligible Content statements focus on unlocking meaning of words, PA CC notes a variety of strategies: using context, Latin origins, word relationships, and connotations.		
R7.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.	**E07.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., bellicose, rebel).	PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots.
R7.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.	**E07.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	PA CC Eligible Content (a) is more expansive to include such facets as *nuances* in word meanings. The second descriptor (b) includes not only synonyms and antonyms but analogies and their relationships of words to one another.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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R7.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	**E07.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly a range of strategies. b. Use common, grade Latin affixes and roots as clues to the meaning of a word e.g., *belligerent*, *bellicose*, r*ebel*).	Essentially very similar, PA CC includes reference to Latin roots and affixes.
R7.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	**E07.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). **E07.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context.	PA CC Eligible Content addresses context very explicitly with multiple strategies.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*)	
Comprehension and Reading Skills **Understand Fiction Appropriate to Grade Level – Text Analysis (PA Academic Standards)** **Key Ideas and Details (PA CC Standards)**		
PA CC Eligible Content not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.		
R7.A.1.3.1 Make inferences and/or draw conclusions based on information from the text. **R7.A.1.3.2** Cite evidence from text to support generalizations.	**E07.A-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. **E07.E.1.1.2** Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).	PA CC EC extends beyond inferencing to analyzing text more deeply. Textual evidence is an instructional shift evident throughout PA CC. PA CC EC moves beyond generalizations to analysis, reflection, and research – perhaps a deeper look at text.
R7.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.	**E07.A-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	With a focus on text dependent analysis, PA CC EC moves beyond main idea and detail to a deeper analysis –

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
Note: Items may target specific paragraphs.	inferences, conclusions, and/or generalizations drawn from the text. **E07.A-K.1.1.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	including inferences, conclusions, and/or generalizations.
R7.A.1.5.1 Summarize the key details and events of a fictional text as a whole.	**E07.A-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	PA CC EC moves beyond summarizing, and the EC statement on the left exemplifies the greater depth of text analysis required.
	E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	PA CC EC integrates theme and moves to a higher level when it asks for students to employ analysis – well beyond summary.
	E07.A-K.1.1.3 Analyze how particular elements of a story or poem interact (e.g., how setting shapes the characters or plot).	This interaction of elements is more sophisticated and requires students to look more deeply at the craft of the text.
R7.A.1.6.1 Identify and/or describe the author's intended purpose of text.	**E07.E.1.1.1** Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **E07.E.1.1.2** Develop the	Drawn from the Evidence-Based Analysis of Text PA CC Eligible Content, these two statements engage the student in both text analysis and demonstrating the understanding in writing.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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	analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).	
R7.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose. Note: narrative and poetic text	**E07.A-C.2.1.2** Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contribute to its meaning. **E07.A-C.2.1.3.** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Both of these PA CC Eligible Content statements offer more specificity – and perhaps demand for a deeper analysis and depth of understanding.
<td colspan="3" align="center">**Comprehension and Reading Skills** **Understand Nonfiction Appropriate to Grade Level – Vocabulary (PA Academic Standards)** **Vocabulary Acquisition and Use (PA CC Standards)** **While both sets of Eligible Content statements focus on unlocking meaning of words, PA CC notes a variety of strategies: using context, Latin origins, word relationships, and connotations.**</td>
R7.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.	**E07.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases	PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek or Latin affixes and t-roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*)	
R7.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.	**E07.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Determine the meaning of technical words or phrases used in a text. **E07.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand	PA CC Eligible Content (a) is more expansive to include such facets as *nuances* in word meanings. The second descriptor (b) includes not only synonyms and antonyms but analogies and their relationships of words to one another. This lengthy set of PA EC statements is far more detailed and requires more complex thinking than the PA Academic Standard statement.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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	each of the words. c. Distinguish among the connotations (aspirations) of words with similar denotations (definitions) e.g., *refined, respectful, polite, diplomatic, condescending*)	
R7.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix.	**E07.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly a range of strategies. b. Use common, grade appropriate Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel)*	Essentially very similar, PA CC includes reference to Latin roots and affixes.
R7.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	**E07.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Latin affixes and roots as clues to the meaning or a word (e.g., *belligerent,*	PA CC Eligible Content addresses context very explicitly with multiple strategies.

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	bellicose, rebel)	
	c. Determine the meaning of technical words and phrases used in text.	
	E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., literary and mythological allusions) in context.	
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*)	
Comprehension and Reading Skills **Understand Nonfiction Appropriate to Grade Level – Text Analysis (PA Academic Standards)** **Informational Text (PA CC Standards)** **PA CC Eligible Content employs the term *Informational Text*. It not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.**		
R7.A.2.3.1 Make inferences and/or draw conclusions based on information from text.	**E07.B-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	PA CC EC extends beyond inferencing to analyzing text more deeply. Textual evidence is an instructional

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
R7.A.2.3.2 Cite evidence from text to support generalizations.	inferences, conclusions, and/or generalizations drawn from the text. **E07.E.1.1.2** Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).	shift evident throughout PA CC. PA CC EC moves beyond generalizations to analysis, reflection, and research – perhaps a deeper look at text.
R7.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs. **R7.A.2.5.1** Summarize the major points, processes, and events of a nonfictional text as a whole.	**E07.B-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. **E07.B-K.1.1.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **E07.B-K.1.1.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events.}	These three PA Eligible Content statements support the two similar PA Academic Standard Eligible Content statements. The heightened PA CC statements focus on evidence from text and a more in-depth analysis. (Note that the first PA CC statement is drawn from Evidence Analysis of Text and focuses on responding to text in writing.)
R7.A.2.6.1 Identify and/or describe the author's intended purpose of text. **R7.A.2.6.2** Identify, explain, and/or analyze examples of text that support the author's	**E07.B-C.2.1.1** 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.	The PA CC Eligible Content extends author's purpose to a deeper analysis of how the author has communicated his/her purpose.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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intended purpose. Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement) and editorial/essay text	**E07.B-C.2.1.2** Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	The EC that includes structure stretches the thinking as to strategies an author employs to meet his/her purpose.
	E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meaning, in a text; analyze the impact of a specific word choice on meaning and tone.	This EC statement drills down more deeply – to the level of words and phrases – and how they affect meaning and tone.
	E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).	The heightened PA CC statements focus on evidence from text and a more in-depth analysis. (Note that the first PA CC statement is drawn from Evidence Analysis of Text and focuses on responding to text in writing.)
Interpretation and Analysis of Fictional and Nonfictional Text **Understand Components Within and Between Texts (PA Academic Standards)** **Craft and Structure (PA CC Standards)** **Understand Literary Devices in Fictional and Nonfictional Text** **Understand Concepts and Organization of Nonfictional Text**		
R7.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction	**E07.A-C.2.1.1** Analyze how an author develops and contrasts the points of view of different characters or	The elements of literature are very similar in both sets of Eligible Content; however, there are some differences.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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and literary nonfiction.	narrators in a text.	Example:
Character (may also be called narrator, speaker, subject of a biography):		• PA CC Eligible Content asks students to compare and contrast a fictional portrayal to an historical portrayal.
Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.	E07.A-C.3.1.1 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.	• The interplay of elements highlights the importance of the interaction of story elements – rather than analyzing each in isolation.
Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.	E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
Setting:	E07.A-K.1.1.3 Analyze how particular elements of a story or poem interact (e.g., how setting shapes the characters or plot).	
Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.		
Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of text.	E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	This PA CC Eligible Content is explicitly related to informational text.
Plot (may also be called action):		
Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot		

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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(conflict, rising action, climax and/or resolution). Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of text. Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of text.		
R7.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	**E07.B-C.3.1.2** Analyze how two or more authors writing about same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **E07.A-C.3.1.1** 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.	Both PA and CC Eligible Content statements address connections; however, PA CC Eligible Content is more specific and asks for more detail than previously required. The first PA CC Eligible Content statement (E07.B-C.3.1.2) refers to informational text while the second (E07.A-C.3.1.1) refers to literature.
R7.B.2.1.1 Identify, explain, interpret, describe, and/or	**E07.A-V.4.1.2** Demonstrate understanding of figurative	PA CC Eligible Content does not specifically list the types

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.	language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. **E07.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **E07.B-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text of a specific word choice on meaning and tone.	of figurative language; however, it includes figurative language, word relationships, and nuances of words.
R7.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	**E07.B-V.4.1.2** Demonstrate understanding of word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. **E07.A-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse	PA CC Eligible Content is inclusive of the PA Academic Standard Eligible Content but offers more specificity – including literary and mythological allusions. The first PA CC Eligible Content statement (E07.B-V.4.1.2) refers to informational text while the second (E07.A-C.2.1.3) refers to literature.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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	or stanza of a poem or section of a story or drama.	
R7.B.2.2.1 Identify, explain, and/or describe the point of view of the narrator as first person or third person point of view.	**E07.B-C.2.1.1** 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.	PA CC Eligible Content asks for analysis of point of view – relative to character or narrator.
R7.B.2.2.2 Explain, interpret, and/or describe the effectiveness of the point of view used by the author.	**E07.A-C.2.1.1** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	The first PA CC Eligible Content statement (E07.B-C.2.1.1) refers to informational text while the second (E07.A-C.2.1.1) refers to literature.
R7.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text. **R7.B.3.2.1** Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques in nonfictional text.	**E07.B-C.3.1.1** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **E07.B-C.3.1.2** Analyze how two or more authors writing about same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	The PA CC Eligible Content requires the student to read deeply and assess the text claims and reasoning – more specific than the PA Academic Standard Eligible Content. While PA CC Eligible Content does not specifically use the terms *bias* or *propaganda*, it does offer detailed statements requiring the student to analyze texts – and to also show how two or more authors may differ in their presentations.
R7.B.3.3.1 Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer,	**E07.B-C.2.1.2** Analyze the structure an author uses to organize a text, including how major sections and text	The PA CC Eligible Content moves beyond identification to analysis of structure. Note that PA Academic Standard

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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comparison/contrast, cause/effect, or problem/solution.	features contribute to the whole and to the development of the ideas.	Eligible Content lists the text organizational structures while PA CC is broader and includes major sections and text features.
R7.B.3.3.2 Identify content that would fit in a specific section of text.	**E07.B-C.3.1.1** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **E07.B-C.3.1.2** Analyze how two or more authors writing about same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	While the PA Academic Standard Eligible Content statement is somewhat open, the PA CC Eligible Content is quite specific and focuses on a deep reading and understanding of text.
R7.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.	**CC.1.2.7.E** Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	PA CC Eligible Content asks for analysis and evaluation – beyond interpretation.
R7.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	**E07.B-C.2.1.2** Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	While PA Academic Standard Eligible Content focuses on sequence, PA CC Eligible Content moves to analysis of the structure of text.

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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In transitioning to PA Common Core and preparing students for the PA Common Core aligned PSSAs, these specific competencies will be assessed and should be explicitly addressed.</td></tr>
<tr><td>Topic</td><td>PA Common Core Eligible Content</td><td>Comment</td></tr>
<tr>
<td>Writing – Text Types and Purposes (Arguments)</td>
<td>

E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose the reasons and evidence.

E07.C.1.1.2 Support claim(s) with logical reasoning and evidence, using accurate, credible demonstrating an understanding

E07.C.1.1.3 Use words, phrases, and clauses to create and clarify the relationships among reasons, and evidence.

E07.C.1.1.4 Establish and maintain a formal style.

E07.C.1.1.5 Provide a concluding section claims and reasons presented.

E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.

E07.C.1.2.2 Develop the topic with relevant facts, concrete details, quotations, or and

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Topic	PA Common Core Eligible Content	Comment
	examples.	
Writing – Text Types and Purposes (Informative/Explanatory)	**E07.C.1.2.3** Use appropriate transitions to create cohesion clarify the relationships among ideas and concepts. **E07.C.1.2.4** Use precise language and domain vocabulary to inform about or explain the topic. **E07.C.1.2.5** Establish and maintain a formal style. **E07.C.1.2.6** Provide a concluding section supports the information or explanation presented.	
Writing – Text Types and Purposes (Narratives)	**E07.C.1.3.1** Engage and orient the reader by establishing context and point of view and and/or characters; organize an event unfolds naturally and logically purpose; maintain a controlling point. **E07.C.1.3.2** Use narrative techniques, such as dialogue, and description, to develop and/or characters. **E07.C.1.3.3** Use a variety of transitional clauses to convey sequence and from one time frame or setting to another. **E07.C.1.3.4** Use precise words and phrases, details, and	

Grade 7: PA Academic Eligible Content and PA Common Core Crosswalk

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<tr><td colspan="3" style="background:yellow">Additional PA Common Core Eligible Content

Not Addressed in PA Academic Standard Eligible Content

In transitioning to PA Common Core and preparing students for the PA Common Core aligned PSSAs, these specific competencies will be assessed and should be explicitly addressed.</td></tr>
<tr><td>Topic</td><td>PA Common Core Eligible Content</td><td>Comment</td></tr>
<tr><td></td><td>sensory language to and convey experiences and events.

E07.C.1.3.5 Provide a conclusion that follows from and on the narrated experiences or events.</td><td></td></tr>
<tr><td>Languages – Conventions of Standard English (Grammar and Usage)</td><td>E07.D.1.1.1 Explain the function of phrases and clauses general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, compound-complex sentences to signal relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and modifiers.*

E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.

E07.D.1.1.6 Recognize and correct inappropriate shifts in tense.

E07.D.1.1.7 Produce complete sentences, recognizing correcting inappropriate</td><td></td></tr>
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	fragments and sentences.* **E07.D.1.1.8** Correctly use frequently confused words (e.g., *too, two*; *there, their, they're*) **E07.D.1.1.9** Ensure subject-verb and pronoun agreement.*	
Language – Conventions of Standard English (Capitalization, Punctuation, and Spelling)	**E07.D.1.2.1** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt* **E07.D.1.2.2** Spell correctly. **E07.D.1.2.3** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. **E07.D.1.2.4** Use punctuation to separate items in a series.	
Language – Knowledge of Language	**E07D.2.1.1** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* **E07.D.2.1.2** Vary sentence patterns for meaning, reader/listener interest, and style.* **E07.D.2.1.3** Maintain consistency In style and tone.* **E07.D.2.1.4** Choose	

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	punctuation for effect.* **E07.D.2.1.5** Choose words and phrases for effect.*	
Text-Dependent Analysis – Evidence-Based Analysis of Text	**E07.E.1.1.3** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **E07.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E07.E.1.1.5** Establish and maintain a formal style. **E07.E.1.1.6** Provide a concluding section that follows from and supports the analysis presented.	

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.