

English Language Arts - Writing Grade 11

PA Alternate Eligible Content

CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Aa	Convey ideas and information around content-related topic

CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Ba	Maintain focus on a particular topic

CC.1.4.11-12.C 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.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Ca	Include beginning topic, appropriate details, and then conclusion
CC1.4.1112Cb	Choose appropriate words/phrases to address a specific audience

CC.1.4.11-12.D 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.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Da	Organize writing with introduction, supporting details, and conclusions

CC.1.4.11-12.E • Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.

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CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Ha	Maintain focus to support the claim

CC.1.4.11-12.I 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.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Ia	Include both sides of argument or claim, supporting evidence and conclusion

CC.1.4.11-12.J 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.

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CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Ka	Identify and/or use vocabulary specific to a real-world topic

CC.1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.

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CC1.4.1112Ma	Relate personal experiences with self-reflection

CC.1.4.11-12.N 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.

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CC.1.4.11-12.O 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.

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CC.1.4.11-12.P 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.

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CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

ALTERNATE ELIGIBLE CONTENT CODE	ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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CC.1.4.11-12.T 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.

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CC.1.4.11-12.U 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.

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CC.1.4.11-12.V 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.

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CC1.4.1112Va	Identify a question and find answer using reference material

CC.1.4.11-12.W 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.

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CC.1.4.11-12.X 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.

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