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)

4-22-13

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, PACCS notes a variety of strategies: using context, Latin origins, word relationships, and connotations.		
R8.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.	**E08.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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 Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	PA CC Eligible Content focuses on strategies: use of context (text based evidence) and knowledge of Latin affixes and roots.
R8.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.	**E08.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.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
R8.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.	**E08.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	Essentially very similar, PA CC includes reference to Latin roots and affixes.
R8.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	**E08.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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. **E08.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the	PA CC Eligible Content addresses context very explicitly with multiple strategies.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	
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.**		
R8.A.1.3.1 Make inferences and/or draw conclusions based on information from the text. **R8.A.1.3.2** Cite evidence from text to support generalizations.	**E08.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). **E08.A-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. **E08.E.1.1.1** Draw evidence from literary or informational texts to support analysis, reflection, and research.	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.
R8.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	**E08.A-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from	With a focus on text dependent analysis, PA CC EC moves beyond main idea and detail to a deeper analysis – including inferences, conclusions, and/or generalizations.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	the text. **E08.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.	
R8.A.1.5.1 Summarize the key details and events of a fictional text as a whole.	**E08.A-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	PA CC EC moves beyond summarizing, and the EC statement on the left exemplifies the greater depth of text analysis required.
	E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	PA CC EC integrates theme and moves to a higher level when it asks for students to employ analysis – well beyond summary.
	E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama action, reveal aspects of a character, or provoke decision.	This interaction of elements is a more sophisticated and requires students to look more deeply at the craft of the text.
R8.A.1.6.1 Identify and/or describe the author's intended purpose of text.	**E08.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 writer's purpose.	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.
	E08.E.1.1.2 Develop the	

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s). **EO8.A-C.2.1.1** 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 of humor. **E08.B-C.2.1.1** 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.	
R8.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.	**E08.A-C.2.1.2** 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.2.1.3.** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Both of these PA CC Eligible Content statements offer more specificity – and perhaps demand for a deeper analysis and depth of understanding.

4-22-13

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
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, PACCS notes a variety of strategies: using context, Latin origins, word relationships, and connotations.**		
R8.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.	**E08.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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, *precede, recede, secede*)	PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots.
R8.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.	**E08.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. c. Determine the meaning of technical words and phrases used in a text. **E08.B-V.4.1.2** Demonstrate understanding of figurative	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

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	detailed and requires more complex thinking than the PA Academic Standard statement.
R8.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.	**E08.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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., *precede, recede, secede*).	Essentially very similar, PA CC includes reference to Latin roots and affixes.
R8.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	**E08.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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	PA CC Eligible Content addresses context very explicitly with multiple strategies.

55

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	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 of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in text. **E08.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	

Comprehension and Reading Skills

Understand Nonfiction Appropriate to Grade Level – Text Analysis (PA Academic Standards)

Key Ideas and Details (PA CC Standards)

PACCS Eligible Content employs the term *Informational Text*. It not only relies heavily on text based evidence by generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.

Grade 8: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
R8.A.2.3.1 Make inferences and/or draw conclusions based on information from text. **R8.A.2.3.2** Cite evidence from text to support generalizations.	**E08.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. **E08.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.
R8.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. **R8.A.2.5.1** Summarize the major points, processes, and events of a nonfictional text as a whole.	**E08.B-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. **E08.B-K.1.1.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **E08.B-K.1.1.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	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.)

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
R8.A.2.6.1 Identify and/or describe the author's intended purpose of text. **R8.A.2.6.2** Identify, explain, and/or analyze examples of text that support the author's intended purpose.	**E08.B-C.2.1.1** 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.2.1.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **E08.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 analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **E08.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 PA CC Eligible Content extends author's purpose to a deeper analysis of how the author has communicated his/her purpose. The EC that includes structure stretches the thinking as to strategies an author employs to meet his/her purpose. This EC statement drills down more deeply – to the level of words and phrases – and how they affect meaning and tone. 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 Literacy Devices in Fictional and Nonfictional Text** **Understand Concepts and Organization of Nonfictional Text**		
R8.B.1.1.1 Explain, interpret, compare, describe, analyze,	**E08.A-C.2.1.1** Analyze how differences in the points of	The elements of literature are very similar in both sets of

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
and/or evaluate the relationships within fiction and literary nonfiction. Character (may also be called narrator, speaker, subject of a biography): 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. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: 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. Plot (may also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution). Explain, interpret, compare,	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.3.1.1** Analyze how a modern work of themes, patterns of events, or character types from myths and traditional stories, how the material is rendered new. **Note:** "Stories" means narration of events told through the text types of stories, dramas, or poems. **E08.A-K.1.1.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **E08.A-K.1.1.3** Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke decision. **E08.B-C.2.1.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Eligible Content; however, there are some differences. Example: • PA CC Eligible Content asks students to compare and contrast a fictional portrayal to an historical portrayal. • The interplay of elements highlights the importance of the interaction of story elements – rather than analyzing each in isolation. This PA CC Eligible Content is explicitly related to informational text.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
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.		
R8.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	**E08.B-C.3.1.2** Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. **E08.A-C.3.1.1** Analyze how a modern work of themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. **Note:** "Stories" means narration of events told through the text types of stories, dramas, or poems.	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 (E08.B-C.3.1.2) refers to informational text while the second (E08.A-C.3.1.1) refers to literature.
R8.B.2.1.1 Identify, explain, interpret, describe, and/or analyze the examples of	**E08.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships,	PA CC Eligible Content does not specifically list the types of figurative language;

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
personification, simile, alliteration, metaphor, hyperbole, and imagery in text.	and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). **E08.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **E08.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; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	however, it includes figurative language, word relationships, and nuances of words.
R8.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	**E08.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. **E08.A-C.2.1.3** Determine how the author uses the meaning of words or phrases,	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 (E08.B-V.4.1.2) refers to informational text while the second (E08.A-C.2.1.3) refers to literature.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	including figurative and connotative meanings, in a text; analyze the meaning of specific word choices on meaning and tone, including analogies or allusions to other texts.	
R8.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. **R8.B.2.2.2** Explain, interpret, and/or describe the effectiveness of the point of view used by the author.	**E08.A-C.2.1.1** 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.B-C.2.1.1** 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.	PA CC Eligible Content asks for analysis of point of view – relative to character or narrator. The first PA CC Eligible Content statement (E08.B-C.2.1.1) refers to informational text while the second (E08.A-C.2.1.1) refers to literature.
R8.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. **R8.B.3.2.1** Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques in nonfictional text.	**E08.B-C.3.1.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **E08.B-C.3.1.2** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	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

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	E08.B-C.2.1.1 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.	presentations.
R8.B.3.3.1 Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.	**E08.B-C.2.1.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	The PA CC Eligible Content moves beyond identification to analysis of structure. Note that PA Academic Standard Eligible Content lists the text organizational structures while PA CC is broader and includes major sections and text features.
R8.B.3.3.2 Identify content that would fit in a specific section of text.	**E08.B-C.3.1.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **E08.B-C.3.1.2** Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.	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.
R8.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.	**CC.1.2.8.E** Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	PA CC Eligible Content asks for analysis and evaluation – beyond interpretation.

4-22-13

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
R8.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	**E08.B-C.2.1.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	While PA Academic Standard Eligible Content focuses on sequence, PA CC Eligible Content moves to analysis of the structure of text.
Additional PA Common Core Eligible Content **Not addressed in the PA Academic Standard Eligible Content** **In transitioning to the PA Common Core and preparing students for the PA Common Core aligned PSSA's, these specific statements will be assessed and should be explicitly addressed.**		
Topic	**PA Common Core Eligible Content**	**Comment**
Writing- Text Types and Purposes (Arguments)	E08.C.1.1.1 Introduce claims(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. **E08.C.1.1.2** Support claims(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **E08.C.1.1.3** Use words, phrases and clauses to create cohesion, and clarify the relationships among claims(s), counterclaims, reasons, and evidence. **E08.C.1.1.4** Establish and maintain a formal style. **E08.C.1.1.5** Provide a concluding section that reinforces the claims and	

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	reasons presented.	
Writing – Text Types and Purposes (Informative/Explanatory)	**E08.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. **E08.C.1.2.2** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **E08.C.1.2.3** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **E08C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E08.C.1.2.5** Establish and maintain a formal style. **E08.C.1.2.6** Provide a concluding section that follows from and supports the information or explanation presented.	
Writing – Text Types and Purposes (Narratives)	**E08.C.1.3.1** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and	

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	logically to support the writer's purpose; maintain controlling point. **E08.C.1.3.2** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **E08.C.1.3.3** Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. **E08.C.1.3.4** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E08.C.1.3.5** Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Language – Conventions of Standard English (Grammar and Usage)	**E08.D.1.1.1** Explain the function of verbals (i.e., gerunds, participles, infinitives) in general and their function in particular sentences. **E08.D.1.1.2** Form and use verbs in the active and passive voice. **E08.D.1.1.3** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* **E08.D.1.1.5** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* **E08.D.1.1.6** Recognize and correct inappropriate shifts in pronoun number and person.* **E08.D.1.1.7** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* **E08.D.1.1.8** Recognize and correct inappropriate shifts in verb tense.* **E08.D.1.1.9** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* **E08.D.1.1.10** Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* **E08.D.1.1.11** Ensure subject-verb and pronoun-antecedent agreement.*	
Language – Conventions of Standard English (Capitalization, Punctuation, and Spelling)	**E08.D.1.2.1** Use punctuation (comma, ellipsis, dash) to indicate a pause or break. **E08.D.1.2.2.** Use an ellipsis to indicate an omission. **E08.D.1.2.3** Spell correctly. **E08.D.1.2.4** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical	

Grade 8: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	elements.* **E08.D.1.2.5** Use punctuation to separate items in a series.*	
Language – Knowledge of Language	**E08.D.2.1.1** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact). **E08.D.2.1.2** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* **E08.D.2.1.3** Vary sentence patterns for meaning, reader/listener interest, and style.* **E08.D.2.1.4** Maintain consistency in style and tone.* **E08.D.2.1.5** Choose punctuation for effect.* **E08.D.2.1.6** Choose words and phrases for effect.*	
Text-Dependent Analysis – Evidence-Based Analysis of Text	**E08.E.1.1.3** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **E08.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E08.E.1.1.5** Establish and maintain a formal style.	

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Grade 8: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	E08.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.