

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.

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 6: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>Comprehension and Reading Skills Understand Fiction Appropriate to Grade Level – Vocabulary (PA Academic Standards) Vocabulary Acquisition and Use (PA CC Standards)</p> <p>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.</p>		
<p>R6.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.</p>	<p>E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p>PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots.</p>
<p>R6.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.</p>	<p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the</p>	<p>PA CC Eligible Content (a) is more expansive to include such facets as <i>nuances</i> in word meanings.</p> <p>The second descriptor (b) includes not only synonyms and antonyms but analogies and the relationships of words to one another.</p>

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	words.	
<p>R6.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.</p> <p>Note: Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</p>	<p>E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p>Essentially very similar, PA CC includes reference to Latin roots and affixes.</p>
<p>R6.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences</p>	<p>E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible.)</p> <p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative</p>	<p>PA CC Eligible Content addresses context very explicitly with multiple strategies.</p>

Grade 6: PA Academic Eligible Content and PA Common Core Crosswalk

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	<p>language (e.g., simile, metaphor, personification, hyperbole) in context.</p> <p>a. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</p> <p>b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	
<p align="center">Comprehension and Reading Skills Understand Fiction Appropriate to Grade Level – Text Analysis (PA Academic Standards) Key Ideas and Details (PA CC Standards)</p> <p>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.</p>		
<p>R6.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.</p>	<p>E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.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).</p>	<p>PA CC EC moves beyond generalizations to analysis, reflection, and research – perhaps a deeper look at text.</p>

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>R6.A.1.3.2 Cite evidence from text to support generalizations.</p>	<p>E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p>	<p>PA CC EC moves beyond generalizations to analysis.</p>
<p>R6.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>Note: Items may target specific paragraphs.</p>	<p>E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>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.</p>
<p>R6.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p>	<p>E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters</p>	<p>With the focus on text dependent analysis, PA CC EC moves beyond summarizing to a deeper understanding including inferences and generalizations.</p> <p>PA CC EC integrates theme and moves to a higher level beyond summary.</p> <p>The interaction of elements is more sophisticated and requires students to look more deeply at the craft of the text.</p>

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	respond or change as the plot moves toward a resolution.	
<p>R6.A.1.6.1 Identify the author’s intended purpose of text.</p>	<p>E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.</p> <p>E06.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.</p>	<p>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.</p>
<p>R6.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</p> <p>Note: narrative and poetic text</p>	<p>E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.</p> <p>E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>E06.A-C.2.1.3. Determine how the author uses the meaning of words or phrases,</p>	<p>These PA CC EC statements offer more specificity and perhaps demand for a deeper analysis and depth of understanding.</p>

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	including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	
<p style="text-align: center;">Comprehension and Reading Skills Understand Nonfiction Appropriate to Grade Level – Vocabulary (PA Academic Standards) Vocabulary Acquisition and Use (PA CC Standards)</p> <p>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.</p>		
<p>R6.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.</p>	<p>E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</p>	<p>PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots.</p>
<p>R6.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.</p>	<p>E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-</p>	<p>This lengthy set of PA EC statements is far more detailed and requires more</p>

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	<p>meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Determine the meaning of technical words and phrases used in a text.</p> <p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification, hyperbole) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, and synonym/antonym) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)</p>	<p>complex thinking than the PA Academic Standard statement.</p>
<p>R6.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.</p>	<p>E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p>Essentially very similar, PA CC includes reference to Greek and Latin roots and affixes.</p>

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<p>Note: Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</p>	<p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</p>	
<p>R6.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>	<p>E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, and audible</i>)</p> <p>c. Determine the meaning of technical words and phrases used in text.</p> <p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>PA CC Eligible Content addresses context very explicitly with multiple strategies.</p>

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	<p>a. Interpret figurative language (e.g., simile, metaphor, personification, hyperbole) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, and synonym/antonym) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)</p>	
<p>Comprehension and Reading Skills Understand Nonfiction Appropriate to Grade Level – Text Analysis (PA Academic Standards) Key Ideas and Details (PA CC Standards)</p> <p>PA CC Eligible Content employs the term <i>Informational Text</i>. It not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.</p>		
<p>R6.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p>	<p>E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and</p>	<p>PA CC EC extends beyond inferencing to analyzing text more deeply. Textual evidence is an instructional shift evident throughout PA CC.</p> <p>PA CC EC moves beyond generalizations to analysis, reflection, and research –</p>

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	inferences and demonstrating an understanding of the text(s).	perhaps a deeper look at text.
<p>R6.A.2.3.2 Cite evidence from text to support generalizations.</p>	<p>E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.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).</p>	<p>PA CC EC extends beyond inferencing to analyzing text more deeply. Textual evidence is an instructional shift evident throughout PA CC.</p> <p>PA CC EC moves beyond generalizations to analysis, reflection, and research – perhaps a deeper look at text.</p>
<p>R6.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>Note: Items may target specific paragraphs.</p>	<p>E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).</p>	<p>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.)</p>

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<p>R6.A.2.5.1 Summarize the major points, processes, and events of a nonfictional text as a whole.</p>	<p>E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).</p>	<p>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.)</p>
<p>R6.A.2.6.1 Identify the author’s intended purpose of text.</p>	<p>E06.B-C.2.1.1 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Drawn from the Evidence-Based Analysis of Text PA CC Eligible Content, the statement engages the student in both text analysis and demonstrating the understanding in writing.</p>
<p>R6.A.2.6.2 Identify, explain, and/or describe examples of text that support the author’s intended purpose.</p> <p>Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement) and editorial/essay text</p>	<p>E06.B-C.2.1.1 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section or text feature fits into the overall structure of a text and</p>	<p>The PA CC EC extends author’s purpose to a deeper analysis of how the author has communicated his/her purpose.</p> <p>The EC that includes structure stretches the thinking as to strategies an author employs</p>

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	<p>contributes to the development of the ideas.</p> <p>E06.B-C2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.</p> <p>E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions and inferences and demonstrating and understanding of the text(s).</p>	<p>to meet his/her purpose.</p> <p>This EC statement drills down more deeply - to the level of words and phrases - and how they affect meaning and tone.</p> <p>The heightened PA CC statements focus on evidence from text and 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.)</p>
<p>Interpretation and Analysis of Fictional and Nonfictional Text</p> <p>Understand Components Within and Between Texts (PA Academic Standards)</p> <p>Craft and Structure (PA CC Standards)</p> <p>Understand Literary Devices in Fictional and Nonfictional Text</p> <p>Understand Concepts and Organization of Nonfictional Text</p>		
<p>R6.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze, components of fiction and literary nonfiction.</p> <p>Character (may also be called narrator, speaker, subject of a biography):</p> <p>Identify, explain, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.</p>	<p>E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g. stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>E06.B-C.2.1.2 Analyze how a particular sentence,</p>	<p>The elements of literature are very similar in both sets of Eligible Content; however, there are some differences.</p> <p>Example:</p> <ul style="list-style-type: none"> • PA CC EC 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

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<p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between characters and other components of text.</p> <p>Setting:</p> <p>Identify, explain, interpret, compare, and/or describe, the setting of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare, describe, and/or analyze, the relationship between setting and other components of text.</p> <p>Plot (may also be called action):</p> <p>Identify, explain, interpret, compare, describe, and/or analyze elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Identify, explain, interpret, compare, and/or analyze, the relationship between elements of the plot and other components of text.</p> <p>Theme:</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between the theme and other</p>	<p>paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).</p>	<p>analyzing each in isolation</p> <p>This PA CC EC is explicitly related to informational text.</p>

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components of text.		
<p>R6.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts.</p>	<p>E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>E06.B-C.3.1.2 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>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.</p> <p>The first PA CC EC statement (E06. B-C3.1.2) refers to informational text while the second (E06.A-C3.1.1) refers to literature.</p>
<p>R6.B.2.1.1 Identify, explain, interpret, and/or describe examples of personification in text.</p>	<p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p> <p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context</p> <p>E06.B-C.2.1.3 Determine how the author uses the</p>	<p>PA EC CC includes figurative language, word relationships, and nuances of words.</p>

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	meaning of words or phrases, including figurative, connotative, or technical meanings in a text.	
<p>R6.B.2.1.2 Identify, explain, interpret, and/or describe examples of similes in text.</p>	<p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p> <p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p>	<p>The first PA CC Eligible Content statement (E06.A-V.4.1.2) refers to informational text while the second (E06.B-V.4.1.2) refers to literature.</p> <p>PA EC CC includes figurative language, word relationships, and nuances of words.</p>
<p>R6.B.2.1.3 Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.</p>	<p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p> <p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>The first PA CC Eligible Content statement (E06.A-V.4.1.2) refers to informational text while the second (E06.B-V.4.1.2) refers to literature.</p> <p>PA EC CC includes figurative language, word relationships, and nuances of words.</p>

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	<p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p>	
<p>R6.B.2.1.4 Identify, explain, interpret, and/or describe examples of metaphors in text.</p>	<p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p> <p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p>	<p>The first PA CC Eligible Content statement (E06.A-V.4.1.2) refers to informational text while the second (E06.B-V.4.1.2) refers to literature.</p> <p>PA EC CC includes figurative language, word relationships, and nuances of words.</p>
<p>R6.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.</p>	<p>E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker In a text; describe the effectiveness of the point of view used by the author.</p> <p>E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>The PA CC EC asks for analysis of point of view.</p>

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>R6.B.2.2.2 Explain, interpret, and/or describe the effectiveness of the point of view used by the author.</p>	<p>E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker In a text; describe the effectiveness of the point of view used by the author.</p> <p>E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>The PA CC EC asks for analysis of point of view.</p>
<p>R6.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.</p>	<p>E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).</p> <p>E06.B-C.3.1.2 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>The PA CC EC requires the student to read deeply and assess the text claims and reasoning - more specific than the PA Academic Standards Eligible Content.</p>
<p>R6.B.3.2.1 Identify exaggeration (bias) in nonfictional text.</p>	<p>E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g. fact/opinion, bias)</p> <p>E06.B-C.3.1.2 Compare and contrast one author's</p>	<p>The PA CC EC requires the student to read deeply and assess the text claims and reasoning - more specific than the PA Academic Standards Eligible Content.</p>

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	presentation of events with that of another (e.g. a memoir written by a biography on the same person).	
<p>R6.B.3.2.2 Identify, explain, and/or interpret how the author uses exaggeration (bias) in nonfictional text.</p>	<p>E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g. fact/opinion, bias)</p> <p>E06.B-C.3.1.2 Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by a biography on the same person).</p>	<p>The PA CC EC requires the student to read deeply and assess the text claims and reasoning - more specific than the PA Academic Standards Eligible Content.</p>
<p>R6.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p>	<p>E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>The PA CC EC moves beyond identification to analysis of structure. Note that PA Academic Standards Eligible Content lists the text organizational structures while PA CC is broader and includes major sections and text features.</p>
<p>R6.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p>	<p>E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias)</p> <p>E06.B-C.3.1.2 Compare and contrast one author’s presentation of events with</p>	<p>While the PA Academic Standards Eligible Content statement is somewhat open, the PA CC EC is quite specific and focuses on a deep reading and understanding of text.</p>

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	that of another (e.g., a memoir written by and a biography on the same person).	
R6.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.	CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections	PA CC Eligible Content asks for analysis and evaluation - beyond interpretation.
R6.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.	While PA Academic Standard Eligible Content focuses on sequence moves to analysis of the structures of text.

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<p style="text-align: center;">Additional PA Common Core Eligible Content Not Addressed in PA Academic Standard Eligible Content</p> <p style="text-align: center;">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.</p>		
Topic	PA Common Core Eligible Content	Comment
<p>Writing – Text Types and Purposes (Arguments)</p>	<p>E06.C.1.1.1 Introduce claims(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.</p> <p>E06.C.1.1.2 Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>E06.C.1.1.4 Establish and maintain a formal style.</p> <p>E06.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</p>	
<p>Writing – Text Types and Purposes (Informative/Explanatory)</p>	<p>E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.</p> <p>E06.C.1.2.2 Develop the topic with relevant facts, definitions,</p>	

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	<p>concrete details, quotations, or other information and examples.</p> <p>E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E06.C.1.2.5 Establish and maintain a formal style.</p> <p>E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.</p>	
<p>Writing – Text Types and Purposes (Narratives)</p>	<p>E06.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 logically to support the writer's purpose; maintain a controlling point</p> <p>E06.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>E06.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</p> <p>E06.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	

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	<p>E06.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Language - Conventions of Standard English (Grammar and Usage)</p>	<p>E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).</p> <p>E06.D.1.1.2 Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*</p> <p>E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p>E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*</p> <p>E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*</p>	
<p>Language - Conventions of Standard English (Capitalization, Punctuation, and Spelling)</p>	<p>E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	

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	<p>E06.D.1.2.2 Spell correctly.</p> <p>E06.D.1.2.3 Use punctuation to separate items in a series.*</p>	
<p>Language - Knowledge of Language</p>	<p>E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>E06.D.2.1.2 Maintain consistency in style and tone.*</p> <p>E06.D.2.1.3 Choose words and phrases to convey ideas precisely.*</p> <p>E06.D.2.1.4 Choose punctuation for effect.*</p> <p>E06.D.2.1.5 Choose words and phrases for effect.*</p>	
<p>Text-Dependent Analysis - Evidence-Based Analysis of Text</p>	<p>E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E06.E.1.1.5 Establish and maintain a formal style.</p> <p>E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.</p>	

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