

## Grade 4: 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.”<sup>1</sup>

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

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p style="text-align: center;"><b>Comprehension and Reading Skills</b>  <b>Understand Fiction Appropriate to Grade Level – Vocabulary (PA Academic Standards)</b>  <b>Vocabulary Acquisition and Use (PA CC Standards)</b></p> <p><b>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.</b></p>		
<p><b>R4.A.1.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text.</p>	<p><b>E04.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly a range of strategies.</p> <p>a. Use context (e.g., definitions examples, or restatements in texts) as a clue to the meaning of a word or phrase, including works or phrases that allude to significant characters found in literature. (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots to understand words and phrases.</p>
<p><b>R4.A.1.1.2</b> Identify and/or apply a synonym or antonym of a word used in text.</p>	<p><b>E04.A-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Demonstrate understanding</p>	<p>PA CC Eligible Content (a) is more expansive to include such facets as <i>nuances</i> in word meanings.</p>

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	of words by relating them to their antonyms and synonyms.	
<p><b>R4.A.1.2.1</b> 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><u>Note:</u> Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix but not both.</p>	<p><b>E04.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly a range of strategies.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>Essentially very similar, PA CC includes reference to Latin roots and affixes. PA CC Eligible Content does not indicate the affixes and prefixes limitations.</p>
<p><b>R4.A.1.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences</p>	<p><b>E04.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly a range of strategies.</p> <p>a. Use context (e.g., definitions examples, or restatements in texts) as a clue to the meaning of a word or phrase, including works or phrases that allude to significant characters found in literature. (e.g., Herculean effort).</p> <p><b>E04.A-V.4.1.2</b> Demonstrate</p>	<p>PA CC Eligible Content addresses context very explicitly with multiple strategies with grade level content.</p> <p>Flexible use of strategies is highlighted.</p>

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	<p>understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of similes and metaphors in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</li> </ul>	
<p><b>Comprehension and Reading Skills</b>  <b>Understand Fiction Appropriate to Grade Level – Text Analysis (PA Academic Standards)</b>  <b>Key Ideas and Details (PA CC Standards)</b></p> <p><b>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.</b></p>		
<p><b>R4.A.1.3.1</b> Make inferences and/or draw conclusions based on information from text.</p>	<p><b>E04.A-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.A-K.1.1.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>E04.A-K.1.1.3</b> Describe in depth a character, setting, or</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>

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	<p>story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>E04.E.1.1.2</b> Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences.</p>	
<p><b>R4.A.1.4.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p>	<p><b>E04.A-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.A-K.1.1.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>E04.A-K.1.1.3</b> Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>With a focus on text dependent analysis, PA CC EC moves beyond main idea and detail to a deeper analysis – including theme.</p>
<p><b>R4.A.1.5.1</b> Summarize the key details and events of a fictional text as a whole.</p>	<p><b>E04.A-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.A-K.1.1.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>PA CC EC moves beyond summarizing, and the EC statement on the left exemplifies the greater depth of text analysis required.</p> <p>PA CC EC integrates theme and moves to a higher level when it asks for students to</p>

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	<p><b>E04.A-K.1.1.3</b> Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>employ analysis – well beyond summary.</p> <p>This interaction of elements is a more sophisticated and requires students to look more deeply at the craft of the text.</p>
<p><b>R4.A.1.6.1</b> Identify and/or describe the author’s intended purpose of text.</p> <p><u>Note:</u> narrative and poetic text</p>	<p><b>E04.A-C.2.1.1</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third narrations.</p> <p><b>Note:</b> “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p><b>E04.E.1.1.1</b> Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.</p> <p><b>E04.E.1.1.2</b> Develop the analysis a variety of evidence from text(s) to support claims, opinions, and inferences.</p>	<p>Drawn from the Evidence-Based Analysis of Text PA CC Eligible Content, these statements engage the student in both text analysis and demonstrating the understanding in writing.</p>
<p style="text-align: center;"><b>Comprehension and Reading Skills</b></p> <p style="text-align: center;"><b>Understand Nonfiction Appropriate to Grade Level – Vocabulary (PA Academic Standards)</b></p> <p style="text-align: center;"><b>Vocabulary Acquisition and Use (PA CC Standards)</b></p> <p><b>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.</b></p>		

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<p><b>R4.A.2.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text.</p>	<p><b>E04.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> </ul>	<p>PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin affixes and roots in grade level text.</p>
<p><b>R4.A.2.1.2</b> Identify and/or apply meaning of content-specific words used in text.</p>	<p><b>E04.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade appropriate Greek or</li> </ul>	<p>PA CC Eligible Content (a) is more expansive to include such facets as <i>nuances</i> in word meanings.</p> <p>This lengthy set of PA Common Core Eligible Content statements is far more detailed and requires more complex thinking than the PA Academic Standard statement.</p> <p>PA CC Eligible Content focuses on strategies: use of context</p>

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	<p>Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.</p> <p><b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>and knowledge of Latin affixes and roots to understand words and phrases.</p>
<p><b>R4.A.2.2.1</b> Identify how the meaning of a word is changed when an affix is added; identify and apply the</p>	<p><b>E04.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Essentially very similar, PA CC includes reference to Latin roots and affixes. The limitations of affixes and</p>



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<p>meaning of a word from the text with an affix.</p> <p><u>Note:</u> Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both.</p>	<p>based on grade 4 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., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).reading and content, choosing flexibly from a range of strategies.</p>	<p>suffixes to be assessed is not provided.</p>
<p><b>R4.A.2.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences</p>	<p><b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>PA CC Eligible Content addresses context very explicitly with multiple strategies.</p>

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<p align="center"><b>Comprehension and Reading Skills</b>  <b>Understand Nonfiction Appropriate to Grade Level – Text Analysis (PA Academic Standards)</b>  <b>Key Ideas and Details (PA CC Standards)</b></p> <p><b>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.</b></p>		
<p><b>R4.A.2.3.1</b> Make inferences and/or draw conclusions based on information from text.</p>	<p><b>E04.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.B-K.1.1.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</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><b>R4.A.2.4.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p>	<p><b>E04.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.B-K.1.1.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>E04.B-K.1.1.3</b> Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>The PA Eligible Content statement supports the two similar PA Academic Standard Eligible Content statements.</p> <p>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><b>R4.A.2.5.1</b> Summarize the major points, processes, and events of a nonfictional text as a whole.</p>		

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<p><b>R4.A.2.6.1</b> Identify the author’s intended purpose of text.</p>	<p><b>E04.B-C.3.1.1</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>E04.B-C.2.1.2</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or features in a text or part of a text.</p> <p><b>E04.E.1.1.1</b> Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped the writer’s purpose.</p> <p><b>E04.E.1.1.2</b> Develop the analysis using from text(s) to support claims, opinions, and inferences.</p>	<p>The PA CC Eligible Content extends author’s purpose to a deeper analysis of how the author has communicated his/her purpose.</p> <p>The Eligible Content that includes structure stretches the thinking as to strategies an author employs to meet his/her purpose.</p> <p>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><b>Interpretation and Analysis of Fictional and Nonfictional Text</b>  <b>Understand Components Within and Between Texts (PA Academic Standards)</b>  <b>Key Ideas and Details (PA CC Standards)</b>  <b>Understand Literary Devices in Fictional and Nonfictional Text</b>  <b>Understand Concepts and Organization of Nonfictional Text</b></p>		
<p><b>R4.B.1.1.1</b> Identify, explain, interpret, compare, and/or describe, components of fiction and literary nonfiction.</p> <p><u>Character</u> (may also be called narrator, speaker, subject of a</p>	<p><b>E04.A-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>The elements of literature are very similar in both sets of Eligible Content; however, there are some differences.</p>

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<p>biography):</p> <p>Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.</p> <p>Identify, explain, interpret, compare and/or describe the relationship between characters and other components of text.</p> <p><u>Setting</u>:</p> <p>Identify, explain, interpret, compare and/or describe the setting of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare, and/or describe the relationship between setting and other components of text.</p> <p><u>Plot</u> (may also be called action):</p> <p>Identify, explain, interpret, compare, and/or describe elements of the plot (conflict, rising action, climax and/or resolution).</p> <p><u>Note</u>: Items may use the</p>	<p><b>E04.A-K.1.1.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>E04.A-K.1.1.3</b> Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>E04.A-C.3.1.1</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>Note:</b> “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p><b>E04.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.B-K.1.1.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>E04.B-K.1.1.3</b> Explain events,</p>	<p>Example:</p> <ul style="list-style-type: none"> <li>• PA CC Eligible Content asks students to compare and contrast stories, myths, and traditional literature from different cultures.</li> <li>• The interplay of elements highlights the importance of the interaction of story elements – rather than analyzing each in isolation.</li> <li>• PA CC Eligible Content asks students to explain of historical, scientific, or technical text.</li> <li>• PA CC Eligible Content asks students to compare and contrast a firsthand and secondhand account of the same event or topic.</li> </ul> <p>This PA CC Eligible Content is explicitly related to informational text.</p>

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<p>terms <i>event</i> or <i>solution</i>. Items will not use the word <i>plot</i>. Items will ask what happened first, next, last, etc.</p> <p><u>Theme:</u></p> <p>Identify, explain, interpret, compare, and/or describe the message or lesson of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare and/or describe the relationship between the message or lesson and other components of text.</p>	<p>procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>E04.B-C.2.1.1</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	
<p><b>R4.B.1.2.1</b> Identify, explain, interpret, compare and/or describe connections between texts.</p>	<p><b>E04.B-C.3.1.2</b> Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p><b>E04.A-C.2.1.1</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third narrations.</p> <p><b>Note:</b> “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p><b>E04.A-C.3.1.1</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of evil) and</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>PA CC Eligible Content statements labeled E04.B-C refer to informational text while the second labeled E04.A-C refer to literature.</p>

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	<p>patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>Note:</b> “Stories” means narration of events told through the text types of stories, dramas, or poems.</p>	
<p><b>R4.B.2.1.1</b> Identify, explain, and interpret the examples of personification in text.</p>	<p><b>E04.A-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p><b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and</p>	<p>The first PA CC Eligible Content statement (E04.B-V.4.1.2) refers to informational text while the second (E04.A-C.2.1.3) refers to literature.</p> <p>PA CC Eligible Content lists the types of figurative language: similes, metaphors, idioms, adages, and proverbs. Emphasis is on word relationships and nuances of words.</p>

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	synonyms.	
<p><b>R4.B.2.1.2</b> Identify, explain, and/or interpret examples of simile in text.</p>	<p><b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p><b>E04.A-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p>	<p>The first PA CC Eligible Content statement (E04.B-V.4.1.2) refers to informational text while the second (E04.A-C.2.1.3) refers to literature.</p>
<p><b>R4.B.2.1.3</b> Identify, explain, and/or interpret examples of alliteration in text when its use is presumed intentional.</p>	<p><b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p>	<p>Alliteration is not specifically listed in the PA CC Eligible Content.</p>
<p><b>R4.B.3.1.1</b> Identify, explain, and/or interpret the use of facts and opinions in nonfictional text.</p> <p><u>Note:</u> In grade 4 items focusing on opinion are generally worded “Which of these is an opinion?”</p>	<p><b>E04.B-K.1.1.3</b> Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>E04.C.1.1.1</b> Introduce a topic</p>	<p>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.</p>

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	<p>or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p><b>E04.C.1.1.2</b> Provide reasons that are supported by facts and details.</p> <p><b>E04.C.1.1.3</b> Link an opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p><b>E04.C.1.1.4</b> Provide a concluding statement or section the opinion presented.</p>	
<p><b>R4.B.3.3.1</b> Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p>	<p><b>E04.B-C.2.1.2</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or features in a text or part of a text.</p>	<p>The PA CC Eligible Content moves beyond identification to analysis of structure.</p>
<p><b>R4.B.3.3.2</b> Use heading to locate information in a passage, or identify content that would best fit in a specific section of text.</p>	<p><b>E04.B-C.3.1.3</b> Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p>	<p>While the PA Academic Standard Eligible Content statement is somewhat open, the PA CC Eligible Content calls for interpretation of text features.</p>
<p><b>R4.B.3.3.3</b> Interpret graphics and charts and/or make connections between text and</p>	<p><b>E04.B-C.3.1.3</b> Interpret text features (e.g., headings, graphics, charts, timelines,</p>	<p>PA CC Eligible Content asks for interpretation.</p>



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the content of graphics and charts.	diagrams) and/or make connections between text and the content of text features.	
<b>R4.B.3.3.4</b> Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.	<b>E04.B-K.1.1.3</b> Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	While PA Academic Standard Eligible Content focuses on sequence, PA CC Eligible Content moves to analysis of the structure of text.
<p><b>Additional PA Common Core Eligible Content</b></p> <p><b>Not Addressed in PA Academic Standard Eligible Content</b></p> <p><b>In transitioning to PA Common Core and preparing students for the PSSAs, these specific statements will be assessed and should be explicitly addresses.</b></p>		
Topic	PA Common Core Eligible Content	Comment
<b>Writing - Text Types and Purposes</b> <b>Informative/Explanatory</b>	<p><b>E04.C.1.2.1</b> Introduce a topic for the intended audience group related information in paragraphs and sections to support the writer’s purpose.</p> <p><b>E04.C.1.2.2</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>E04.C.1.2.3</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p><b>E04.C.1.2.4</b> Use precise language and domain vocabulary to inform about or explain the topic.</p>	

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	<p><b>E04.C.1.2.5</b> Provide a concluding statement or section related to the information or explanation presented.</p>	
<p><b>Writing – Text Types and Purposes (Narratives)</b></p>	<p><b>E04.C.1.3.1</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point.  <b>E04.C.1.3.2</b> Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.  <b>E04.C.1.3.3</b> Use a variety of transitional words and phrases to manage the sequence of events.  <b>E04.C.1.3.4</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.  <b>E04.C.1.3.5</b> Provide a conclusion that follows from the narrated experiences or events.</p>	
<p><b>Language – Conventions of Standard English (Grammar and Usage)</b></p>	<p><b>E04.D.1.1.1</b> Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).  <b>E04.D.1.1.2</b> Form and use</p>	

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	<p>the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p><b>E04.D.1.1.3</b> Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p><b>E04.D.1.1.4</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><b>E04.D.1.1.5</b> Form and use prepositional phrases.</p> <p><b>E04.D.1.1.6</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p><b>E04.D.1.1.7</b> Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*</p> <p><b>E04.D.1.1.8</b> Ensure subject-verb and pronoun-antecedent agreement.*</p>	
<p><b>Language – Conventions of Standard English</b> <b>(Capitalization, Punctuation, and Spelling)</b></p>	<p><b>E04.D.1.2.1</b> Use correct capitalization.</p> <p><b>E04.D.1.2.2</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>E04.D.1.2.3</b> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>E04.D.1.2.4</b> Spell Grade-</p>	

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	appropriate words correctly.	
<b>Language – Knowledge of Language</b>	<p><b>E04.D.2.1.1</b> Choose words and phrases to convey ideas precisely.*</p> <p><b>E04.D.2.1.2</b> Choose punctuation for effect.*</p> <p><b>E04.D.2.1.3</b> Choose words and phrases for effect.*</p>	
<b>Text-Dependent Analysis – Evidence-Based Analysis of Text</b>	<p><b>E04.E.1.1.1</b> Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.</p> <p><b>E04.E.1.1.2</b> Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.</p> <p><b>E04.E.1.1.3</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p><b>E04.E.1.1.4</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>E04.E.1.1.5</b> Provide a concluding statement or section related to the analysis presented.</p>	