

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade	Reporting Category	Descriptor	Eligible Content	
7	Literature Text	A-K.1.1	<p>A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>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.</p> <p>A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</p>	
		A-C.2.1	<p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	
		A-C.3.1	A-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
		A-V.4.1	<p>A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</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>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	
		Informational Text	B-K.1.1	<p>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.</p> <p>B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).</p>
			B-C.2.1	<p>B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</p> <p>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 a specific word choice on meaning and tone.</p>
			B-C.3.1	<p>B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
			B-V.4.1	<p>B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</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>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Determine the meaning of technical words and phrases used in a text.</p> <p>B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>

Note: "Story" means narration of events told through the text types of story, drama, or poem.

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Grade	Reporting Category	Descriptor	Eligible Content
7	Conventions of Standard English	D.1.1	D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.
			D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
			D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
			D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.*
			D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
			D.1.1.6 Recognize and correct inappropriate shifts in verb tense.*
			D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
			D.1.1.8 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).*
			D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.*
	D.1.2	D.1.2.1 Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	
		D.1.2.2 Spell correctly.	
		D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*	
D.1.2.4 Use punctuation to separate items in a series.*			
D.2.1	D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
	D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*		
	D.2.1.3 Maintain consistency in style and tone.*		
	D.2.1.4 Choose punctuation for effect.*		
	D.2.1.5 Choose words and phrases for effect.*		
Text-Dependent Analysis	E.1.1	E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	
		E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	
		E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
		E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	
		E.1.1.5 Establish and maintain a formal style.	
		E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	

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