

Science

Grade 4

PA Alternate Eligible Content

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR:

S4.A.1 Reasoning and Analysis

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content	ALTERNATE ELIGIBLE CONTENT
<p>S4.A.1.1 Identify and explain the pros and cons of applying scientific, environmental, or technological knowledge to possible solutions to problems.</p> <p>Reference: 3.2.4.A, 3.2.4.C, 3.8.4.C</p>	<p>S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).</p>		
	<p>S4.A.1.1.2 Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.</p>	<p>S4A1.1.2a</p>	<p>Identify common technologies that benefit society.</p>
<p>S4.A.1.3 Recognize and describe change in natural or human-made systems and the possible effects of those changes.</p> <p>Reference: 3.1.4.C, 4.7.4.B, 4.8.4.A, 4.8.4.C</p>	<p>S4.A.1.3.1 Observe and record change by using time and measurement.</p>	<p>S4A1.3.1a</p>	<p>Identify changes to objects and living things.</p>
	<p>S4.A.1.3.2 Describe relative size, distance, or motion.</p>		
	<p>S4.A.1.3.3 Observe and describe the change to objects caused by temperature change or light.</p>		
	<p>S4.A.1.3.4 Explain what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., they might die, migrate, change behavior, eat something else).</p>		
	<p>S4.A.1.3.5 Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.</p>		

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR:

S4.A.2 Processes, Procedures and Tools of Scientific Investigations

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem. Reference: 3.2.4.C, 3.2.4.D	S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.		
	S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable.		
	S4.A.2.1.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.		
	S4.A.2.1.4 State a conclusion that is consistent with the information/data.	S4A2.1.4a	Recognize the observation that supports a scientific fact.
S4.A.2.2 Identify appropriate instruments for a specific task and describe the information the instrument can provide. Reference: 3.7.4.A, 3.7.4.B	S4.A.2.2.1 Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length-ruler, mass-balance scale, volume-beaker, temperature- thermometer; making observations: hand lens, binoculars, telescope).	S4A2.2.1a	Select appropriate tools to perform basic measurement tasks (limited to length, weight, volume, and temperature).
		S4A2.2.1b	Select appropriate tools for making observations (limited to hand lens, binoculars, microscope, and telescope).

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR:

S4.A.3 Systems, Models and Patterns

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S4.A.3.1 Identify systems and describe relationships among parts of a familiar system (e.g., digestive system, simple machines, water cycle).</p> <p>Reference: 3.1.4.A, 4.4.4.C, 4.6.4.A, 4.6.4.B, 3.6.4.A, 3.6.4.B, 3.6.4.C</p>	S4.A.3.1.1 Categorize systems as either natural or human-made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).	S4A3.1.1a	Identify whether a system is natural or human-made (e.g., plants vs. electrical systems).
	S4.A.3.1.2 Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium,).		
	S4.A.3.1.3 Categorize the parts of an ecosystem as either living or non- living and describe their roles in the system.		
	S4.A.3.1.4 Identify the parts of the food and fiber systems as they relate to agricultural products from the source to the consumer.		
<p>S4.A.3.2 Use models to illustrate simple concepts and compare the models to what it represent.</p> <p>Reference: 3.1.4.B, 4.3.4.C</p>	S4.A.3.2.1 Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).		
	S4.A.3.2.2 Use models to make observations to explain how systems work (e.g., water cycle, sun-Earth-moon system).		
	S4.A.3.2.3 Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, terrarium to model an ecosystem).		
<p>S4.A.3.3 Identify and make observations about patterns that regularly occur and reoccur in nature.</p> <p>Reference: 3.1.4.C, 3.2.4.B</p>	S4.A.3.3.1 Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).	S4A3.3.1a	Identify patterns, cycles or trends seen in nature (e.g., seasonal, day/night, life cycles).
	S4.A.3.3.2 Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).		

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR:

S4.B.1 Structure and Function of Organisms

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S4.B.1.1 Identify and describe similarities and differences between living things and their life processes.</p> <p>Reference: 3.3.4.A, 3.3.4.B, 4.3.4.A, 4.3.4.C, 4.6.4.A</p>	S4.B.1.1.1 Identify life processes of living things (e.g., growth, digestion, respiration).		
	S4.B.1.1.2 Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics: appendages, type of covering, body segments).		
	S4.B.1.1.3 Describe basic needs of plants and animals (e.g., air, water, food).	S4B1.1.3a	Identify basic needs of plants or animals (limited to air, water, nutrients, sun, and shelter).
	S4.B.1.1.4 Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).	S4B1.1.4a	Identify how parts of plants or animals work together to meet basic needs (e.g., roots and leaves or appendages and coverings).
	S4.B.1.1.5 Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed producing plant).	S4B1.1.5a	Recognize the stages of development of an organism (limited to butterfly, ladybug, frog, grasshopper, and seed-producing plant).

PA Reporting Category: Biological Sciences

**ASSESSMENT ANCHOR:
S4.B.2 Continuity of Life**

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S4.B.2.1 Identify and explain how adaptations help organisms to survive.</p> <p>Reference: 4.7.4.B</p>	<p>S4.B.2.1.1 Identify characteristics for plant and animal survival in different environments (e.g., wetland, tundra, desert, prairie, deep ocean, forest).</p>	<p>S4B2.1.1a</p>	<p>Identify plants or animals that live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest).</p>
	<p>S4.B.2.1.2 Explain how specific adaptations can help a living organism survive (e.g., protective coloration, mimicry, leaf sizes and shapes, ability to catch or retain water).</p>		
<p>S4.B.2.2 Identify that characteristics are inherited and, thus, offspring closely resemble their parents.</p> <p>Reference: 3.3.4.C, 4.7.4.A, 4.7.4.C</p>	<p>S4.B.2.2.1 Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that appear in both parents and could be passed on to offspring.</p>		

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ASSESSMENT ANCHOR:

S4.B.3 Ecological Behavior and Systems

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.B.3.1 Identify and describe living and nonliving things in the environment and their interaction. Reference: 4.6.4.A	S4.B.3.1.1 Describe the living and nonliving components of a local ecosystem (e.g., lentic and lotic systems, forest, cornfield, grasslands, city park or playground).	S4B3.1.1a	Categorize the parts of an ecosystem as either living or non-living (e.g., forest, city, park).
	S4.B.3.1.2 Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem.		
S4.B.3.2 Describe, explain, and predict change in natural or human-made systems and the possible effects of those changes on the environment. Reference: 4.2.4.C, 4.3.4.C, 4.6.4.C	S4.B.3.2.1 Describe what happens to a living thing when its habitat is changed.		
	S4.B.3.2.2 Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.		
	S4.B.3.2.3 Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).	S4B3.2.3.a	Identify how seasons affect trees or animals (e.g., temperature, migration, hibernation).
S4.B.3.3 Identify or describe human reliance on the environment at the individual or the community level. Reference: 4.3.4.B, 4.4.4.B, 4.5.4.C, 3.8.4.C	S4.B.3.3.1 Identify everyday human activities (e.g., driving, washing, eating, industry, farming, littering) within a community that depend on the natural environment.		
	S4.B.3.3.2 Describe the human dependence on the food and fiber systems from production to consumption (e.g., food, clothing, shelter, products).		
	S4.B.3.3.3 Identify biological pests (e.g., plants – foxtail, mold, purple loosestrife, Eurasian water milfoil; animals – aphides, ticks, zebra mussels, starlings, mice) that compete with humans for resources.		
	S4.B.3.3.4 Identify major land uses in the urban, suburban and rural communities (e.g., housing, commercial, recreation).		
	S4.B.3.3.5 Describe the effects of pollution (e.g., litter) in the community.	S4B3.3.5a	Identify the impact of one type of pollution on a community.

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S4.C.1 Structure, Properties, and Interactions of Matter and Energy

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.C.1.1 Describe observable physical properties of matter. Reference: 3.4.4.A, 3.2.4.B	S4.C.1.1.1 Use physical properties [i.e., mass, shape, size, volume, color, texture, magnetic property, state (i.e., solid, liquid, or gas), conductivity (i.e., electrical and heat)] to describe matter.	S4C1.1.1a	Identify solid or liquid states of matter.
	S4.C.1.1.2 Categorize/group objects using physical characteristics.	S4C1.1.2a	Compare objects by shape, size, weight, or texture.

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S4.C.2 Forms, Sources, Conversion, and Transfer of Energy

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. Reference: 3.4.4.B, 3.4.4.C	S4.C.2.1.1 Identify energy forms, energy transfer, and energy examples (e.g., light, heat, stored, motion, electrical).		
	S4.C.2.1.2 Describe the flow of energy through an object or system (e.g., feeling radiant heat from a light bulb, eating food to get energy, using a battery to light a bulb or run a fan).		
	S4.C.2.1.3 Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off- switches.		
	S4.C.2.1.4 Identify characteristics of sound (e.g., pitch, loudness, echoes).		

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ASSESSMENT ANCHOR:

S4.C.3 Principles of Motion and Force

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S4.C.3.1 Identify and describe different types of force and motion, or the effect of the interaction between force and motion.</p> <p><i>Reference: 3.4.4.C, 3.6.4.C, 3.2.4.B</i></p>	<p>S4.C.3.1.1 Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).</p>	<p>S4C3.1.1a</p>	<p>Identify the relationship between force and motion (limited to push and pull).</p>
	<p>S4.C.3.1.2 Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).</p>		
	<p>S4.C.3.1.3 Describe the position of an object by locating it relative to another object or the background (e.g., geographic direction, left, up).</p>	<p>S4C3.1.3a</p>	<p>Identify the position of an object relative to another object (limited to in front of, behind, above, below, to the right, and to the left).</p>

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S4.D.1 Earth Features and Processes that Change Earth and Its Resources

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.D.1.1 Describe basic landforms in Pennsylvania. Reference: 3.5.4.A	S4.D.1.1.1 Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, beaches, caves, sinkholes, lakes, rivers) were formed.	S4D1.1.1a	Identify prominent Earth features (limited to mountains, valleys, beaches, oceans, lakes, and rivers).
	S4.D.1.1.2 Identify various Earth structures (e.g., mountain, watershed, peninsula, lake, river, valley) through the use of models.		
	S4.D.1.1.3 Describe the composition of soil as weathered rock and decomposed organic remains.		
S4.D.1.2 Identify the types and uses of Earth's resources. Reference: 3.5.4.B, 3.5.4.D, 4.2.4.B, 4.8.4.D,	S4.D.1.2.1 Identify products and by-products of plants and animals for human use (e.g., food, clothing, building materials, paper products).	S4D1.2.1a	Identify food or clothing products that come from plants or animals.
	S4.D.1.2.2 Identify the types and uses of Earth materials for renewable, nonrenewable, and reusable products (e.g., human-made products: concrete, paper, plastics, metal, fabrics, buildings, highways).	S4D1.2.2a	Identify products that can be recycled or reused (e.g., paper, plastic, cans, fabrics, lumber).
	S4.D.1.2.3 Recognize ways that humans benefit from the use of water resources (e.g., agriculture, energy, recreation).		
S4.D.1.3 Describe Earth's different sources of water or describe changes in the form of water. Reference: 3.5.4.D, 4.1.4.A, 4.1.4.D, 4.1.4.E	S4.D.1.3.1 Describe types of freshwater and saltwater bodies (e.g., lakes, rivers, wetlands, oceans).		
	S4.D.1.3.2 Explain how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).		
	S4.D.1.3.3 Describe or compare lotic systems (ponds, lakes, bays) and lentic systems (streams, creeks, rivers).		
	S4.D.1.3.4 Explain the role and relationship of a watershed or a wetland on water sources (e.g., water storage, groundwater recharge, water filtration, water source, water cycle).		

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S4.D.2 Weather, Climate, and Atmospheric Processes

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.D.2.1 Identify basic weather conditions and how they are measured. Reference: 3.5.4.C, 3.7.4.B, 3.2.4.B	S4.D.2.1.1 Identify basic clouds types (cirrus, cumulus, stratus, cumulonimbus) and make connections to basic elements of weather (e.g., changes in temperature and precipitation).		
	S4.D.2.1.2 Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).	S4D2.1.2a	Identify weather conditions using symbols or pictures (limited to temperature, types of precipitation, visibility, and sunlight).
	S4.D.2.1.3 Identify appropriate instruments (thermometer, rain gauge, weather vane, anemometer, barometer) to study weather and what they measure.	S4D2.1.3a	Select the appropriate tool to measure the weather (limited to temperature, wind direction, and precipitation).

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ASSESSMENT ANCHOR:

S4.D.3 Composition and Structure of the Universe

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S4.D.3.1 Describe Earth's relationship to the sun and the moon. Reference: 3.4.4.D	S4.D.3.1.1 Describe motions of the sun-Earth-moon system.		
	S4.D.3.1.2 Explain how the motion of the sun, earth, moon system relates to time (e.g., days, months, years).		
	S4.D.3.1.3 Describe the causes of seasonal change as it relates to the rotation of the Earth and the tilt of the Earth's axis.		

Science

Grade 8

PA Alternate Eligible Content

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR:

S8.A.1 Reasoning and Analysis

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.A.1.1 Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).</p> <p>Reference: 3.2.7.A, 3.2.7.B</p>	<p>S8.A.1.1.1 Distinguish between a scientific theory and an opinion, explaining how a theory is supported with evidence, or how new data/ information may change existing theories and practice.</p>		
	<p>S8.A.1.1.2 Explain how certain questions can be answered through scientific inquiry and/or technological design.</p>		
	<p>S8.A.1.1.3 Use evidence, such as observations or experimental results, to support inferences about a relationship.</p>		
	<p>S8.A.1.1.4 Develop descriptions, explanations, predictions, and models using evidence.</p>		
<p>S8.A.1.2 Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solution to practical problems.</p> <p>Reference: 3.2.7.C, 3.8.7.A, 3.8.7.B, 4.3.7.A</p>	<p>S8.A.1.2.1 Describe the positive and negative, intended and unintended, effects of specific scientific results or technological developments.(e.g., air/space travel, genetic engineering, nuclear fission/fusion, artificial intelligence, lasers, organ transplants).</p>		
	<p>S8.A.1.2.2 Identify environmental issues and explain their potential long-term health effects (e.g., pollution, pest controls, vaccinations).</p>		
	<p>S8.A.1.2.3 Describe fundamental scientific or technological concepts that could solve practical problems (e.g., Newton’s Laws of motion, Mendelian genetics).</p>		
	<p>S8.A.1.2.4 Explain society’s standard of living in terms of technological advancements and how these advancements impact on agriculture. (e.g., transportation, processing, production, storage).</p>		

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ASSESSMENT ANCHOR:

S8.A.1 Reasoning and Analysis

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.A.1.3 Identify evidence that certain variables may have caused measurable changes in natural or human-made systems.</p> <p>Reference: 3.1.7.E, 4.7.7.C, 4.8.7.C</p>	<p>S8.A.1.3.1 Use ratio to describe change (e.g., percent, parts per million, grams per cubic centimeter, mechanical advantage).</p>		
	<p>S8.A.1.3.2 Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting these changes.</p>	<p>S8A1.3.2a</p>	<p>Identify the results of a specific change to a stable system (e.g., food webs, biological systems, electrical systems).</p>
	<p>S8.A.1.3.3 Examine systems changing over time, identifying the possible variables causing this change, and drawing inferences about how these variables affect this change.</p>		
	<p>S8.A.1.3.4 Given a scenario, explain how a dynamically changing environment provides for the sustainability of living systems.</p>		

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ASSESSMENT ANCHOR:

S8.A.2 Processes, Procedures and Tools of Scientific Investigations

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.A.2.1 Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems. Reference: 3.2.7.B, 3.2.7.D, 3.1.7.C, 3.1.7.D	S8.A.2.1.1 Use evidence, observations, or a variety of scales (e.g., mass, distance, volume, temperature) to describe relationships.	S8A2.1.1a	Use observations (limited to duration, weight, volume, distance, or temperature) to identify relationships (e.g., bigger/smaller, faster/slower, higher/lower).
	S8.A.2.1.2 Use space/time relationships, define concepts operationally, raise testable questions, or formulate hypotheses.		
	S8.A.2.1.3 Design a controlled experiment by specifying how the independent variables will be manipulated, how the dependent variable will be measured, and which variables will be held constant.		
	S8.A.2.1.4 Interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.		
	S8.A.2.1.5 Use evidence from investigations to clearly communicate and support conclusions.		
	S8.A.2.1.6 Identify a design flaw in a simple technological system and devise possible working solutions.		
S8.A.2.2 Apply appropriate instruments for a specific purpose and describe the information the instrument can provide. Reference: 3.3.7.A, 3.7.7.B, 3.1.7.D	S8.A.2.2.1 Describe the appropriate use of instruments and scales to accurately and safely measure time, mass, distance, volume, or temperature safely under a variety of conditions.	S8A2.2.1a	Identify the appropriate instrument and unit of measure to accurately record time, weight, distance, volume, or temperature.
	S8.A.2.2.2 Apply appropriate measurement systems (e.g., time, mass, distance, volume, temperature) to record and interpret observations under varying conditions.		
	S8.A.2.2.3 Describe ways technology (e.g., microscope, telescope, micrometer, hydraulics, and barometer) extends and enhances human abilities for specific purposes	S8A2.2.3a	Identify ways a specific technology enhances human abilities or senses (e.g., computer, microwave).

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ASSESSMENT ANCHOR:

S8.A.3 Systems, Models and Patterns

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p>Reference: 3.1.7.A, 3.4.7.B, 4.3.7.C, 4.2.7.D, 4.6.7.A</p>	<p>S8.A.3.1.1 Describe a system (e.g., watershed, circulatory system, heating system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.</p>		
	<p>S8.A.3.1.2 Explain the concept of order in a system [e.g., (first to last– manufacturing steps; trophic levels); (simple to complex– cell, tissue, organ, organ system)].</p>		
	<p>S8.A.3.1.3 Distinguish among system inputs, system processes, system outputs, and feedback (e.g., physical, ecological, biological, informational).</p>		
	<p>S8.A.3.1.4 Distinguish between open loop (e.g., energy flow, food web) and closed loop (e.g., materials in the nitrogen and carbon cycles, closed-switch) systems.</p>		
	<p>S8.A.3.1.5 Explain how components of a natural and human-made system play different roles in a working system.</p>		<p>S8A3.1.5a</p> <p>Identify the components of a simple human-made system based on function (e.g., electrical system, transportation system).</p>
			<p>S8A3.1.5b</p> <p>Identify how the components or processes of natural systems affect one another (e.g., water cycle, weather systems, organ systems).</p>

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ASSESSMENT ANCHOR:

S8.A.3 Systems, Models and Patterns

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts. Reference: 3.1.7.B, 3.2.7.B, 4.1.7.B	S8.A.3.2.1 Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).		
	S8.A.3.2.2 Describe how engineers use models to develop new and improved technologies to solve problems.		
	S8.A.3.2.3 Given a model showing simple cause and effect relationships in a natural system, predict results that can be used to test the assumptions in the model. (e.g., photosynthesis, water cycle, diffusion, infiltration).		
S8.A.3.3 Describe repeated processes or recurring elements in natural, scientific and technological patterns. Reference: 3.1.7.C, 3.2.7.B	S8.A.3.3.1 Identify and describe patterns as repeated processes or recurring elements in human-made systems (e.g., trusses, hub and spoke system in communications and transportation systems, feedback controls in regulated systems).		
	S8.A.3.3.2 Describe repeating structure patterns in nature (e.g., veins in a leaf, tree rings, crystals, water waves) or periodic patterns (e.g., daily, monthly, annually).	S8A3.3.2a	Sequence recurring patterns, cycles or trends found in nature (e.g., water cycle, lunar phases, organ systems).

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ASSESSMENT ANCHOR:

S8.B.1 Structure and Function of Organisms

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things.</p> <p>Reference: 3.3.7.A, 3.3.7.B, 4.6.7.A, 4.7.7.B</p>	<p>S8.B.1.1.1 Describe the structures of living things that help them function effectively in specific ways (e.g., adaptations and characteristics).</p>		
	<p>S8.B.1.1.2 Compare similarities and differences in both internal structures of organisms (e.g., invertebrate/vertebrate, vascular/nonvascular, single-celled/multi-celled) and external structures (e.g., appendages, body segments, type of covering, size, shape).</p>		
	<p>S8.B.1.1.3 Apply knowledge of characteristic structures to identify or categorize organisms (i.e., plants, animals, fungi, bacteria, and protista).</p>	<p>S8B1.1.3a</p>	<p>Categorize plants or animals based on characteristic structures (e.g., seeds, leaves, fruits or mammals, invertebrates, birds).</p>
	<p>S8.B.1.1.4 Identify the levels of organization from cell to organism and describe how specific structures (parts), which underlie larger systems, enable the system to function as a whole.</p>		

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR: S8.B.2 Continuity of Life

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.B.2.1 Explain the basic concepts of natural selection. Reference: 3.3.7.D, 4.7.7.A, 4.7.7.B	S8.B.2.1.1 Explain how inherited structures or behaviors help organisms survive and reproduce in different environments.	S8B2.1.1a	Identify structures or behaviors that enable plants or animals to survive in their environment (e.g., size of plant, leaf shape or appendages, coverings, nocturnal behavior).
	S8.B.2.1.2 Explain how different adaptations in individuals of the same species may affect survivability or reproduction success.		
	S8.B.2.1.3 Explain that mutations can alter a gene and are the original source of new variations.		
	S8.B.2.1.4 Describe how selective breeding or biotechnology can change the genetic makeup of organisms.		
	S8.B.2.1.5 Explain that adaptations are developed over long periods of time and are passed from one generation to another.		
S8.B.2.2 Explain how a set of genetic instructions determines inherited traits of organisms. Reference: 3.3.7.C	S8.B.2.2.1 Identify and explain differences between inherited and acquired traits.		
	S8.B.2.2.2 Recognize that the gene is the basic unit of inheritance, that there are dominant and recessive genes, that traits are inherited.		

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR:

S8.B.3 Ecological Behavior and Systems

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.B.3.1 Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components. Reference: 4.4.7.B, 4.6.7.A, 4.1.7.C, 4.1.7.D	S8.B.3.1.1 Explain the flow of energy through an ecosystem (e.g., food chains, food webs).	S8B3.1.1a	Sequence the flow of energy through a food chain or a food web.
	S8.B.3.1.2 Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil types, air, water sunlight; biotic: soil microbes, decomposers).	S8B3.1.2a	Recognize the association between different environments and their characteristics (e.g., climate, precipitation, vegetation).
	S8.B.3.1.3 Explain relationships among organisms (e.g., producers/consumers, predator/prey), in an ecosystem.	S8B3.1.3a	Identify the role of different organisms in an ecosystem (limited to producers, consumers, predator, and prey).
S8.B.3.2 Identify evidence of change to infer and explain the ways different variables may affect change in natural or human- made systems. Reference: 3.1.7.C, 4.3.7.B, 4.6.7.C, 4.8.7.D, 3.1.7.E, 4.3.7.C	S8.B.3.2.1 Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).	S8B3.2.1a	Recognize the impact that humans have on habitats and the animals or plants living there (e.g., deforestation and deer habitats).
	S8.B.3.2.2 Use evidence to explain how diversity affects the ecological integrity of natural systems.		
	S8.B.3.2.3 Describe the response of organisms to environmental changes (e.g., changes in climate, hibernation, migration, coloration) and how those changes affect survival.		

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR:

S8.B.3 Ecological Behavior and Systems

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.B.3.3 Explain how renewable and non-renewable resources provide for human needs or how these needs impact the environment.</p> <p>Reference: 3.6.7.A, 4.4.7.A, 4.4.7.C, 4.5.7.C, 3.8.7.C</p>	S8.B.3.3.1 Explain how human activities may affect local, regional, and global environments.		
	S8.B.3.3.2 Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).		
	S8.B.3.3.3 Describe how waste management affects the environment (e.g., recycling, composting, landfills, incineration, sewage treatment).	S8B3.3.3a	Identify ways to reduce pollution through waste management (e.g., recycling, composting).
	S8.B.3.3.4 Explain the long-term effects of using integrated pest management (e.g., herbicides, natural predators, biogenetics) on the environment.		
	S8.B.3.3.4 Explain the long-term effects of using integrated pest management (e.g., herbicides, natural predators, biogenetics) on the environment.		

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S8.C.1 Structure, Properties, and Interactions of Matter and Energy

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.C.1.1 Explain concepts about the structure and properties (physical and chemical) of matter. Reference: 3.4.7.A	S8.C.1.1.1 Explain the differences among elements, compounds, and mixtures.		
	S8.C.1.1.2 Use characteristic physical or chemical properties to distinguish one substance from another (e.g., density, thermal expansion/contraction, freezing/melting points, streak test).	S8C1.1.2a	Use physical observations or measurements to compare density or phase changes of substances (limited to sinking/floating or freezing, melting or boiling points).
	S8.C.1.1.3 Identify and describe reactants and products of simple chemical reactions.		

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S8.C.2 Forms, Sources, Conversion, and Transfer of Energy

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.C.2.1 Describe energy sources, transfer of energy, or conversion of energy. Reference: 3.4.7.B, 4.2.7.B	S8.C.2.1.1 Distinguish among forms of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) and sources of energy (i.e., renewable and nonrenewable energy).		
	S8.C.2.1.2 Explain how energy is transferred from one place to another through convection, conduction, or radiation.		
	S8.C.2.1.3 Describe how one form of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) can be converted into a different form of energy.		
S8.C.2.2 Compare the environmental impact of different energy sources chosen to support human endeavors. Reference: 3.4.7.B, 4.2.7.B	S8.C.2.2.1 Describe the Sun as a major source of energy that impacts the environment.		
	S8.C.2.2.2 Compare the time span of renewability for fossil fuels and alternative fuels.		
	S8.C.2.2.3 Describe the waste (i.e., kind and quantity) derived from the use of renewable and nonrenewable resources and their potential impact on the environment.	S8C2.2.3a	Identify energy sources as either renewable (limited to wind, solar, and hydroelectric) or non-renewable (limited to coal, oil, and natural gas).

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR: S8.C.3 Principles of Motion and Force

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.C.3.1 Describe the effect of multiple forces on the movement, speed, or direction of an object. Reference: 3.4.7.C, 3.6.7.C	S8.C.3.1.1 Describe forces acting on objects (e.g., friction, gravity, balanced versus unbalanced).	S8C3.1.1a	Compare the impact of one or more forces acting on an object (limited to friction, gravity, balanced, and unbalanced).
	S8.C.3.1.2 Distinguish between kinetic and potential energy.		
	S8.C.3.1.3 Explain that the mechanical advantages helps to do work (physics) by either changing a force or changing the direction of the applied force. (e.g., simple machines, hydraulic systems)		

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S8.D.1 Earth Features and Processes that Change Earth and Its Resources

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.D.1.1 Describe constructive and destructive natural processes that form different geologic structures and resources.</p> <p>Reference: 3.5.7.A, 4.4.7.B</p>	<p>S8.D.1.1.1 Explain the rock cycle as changes in the solid earth and rock types (igneous – granite, basalt, obsidian, pumice; sedimentary – limestone, sandstone, shale, coal; and metamorphic – slate, quartzite, marble, gneiss).</p>		
	<p>S8.D.1.1.2 Describe natural processes that change Earth’s surface (e.g., landslides, volcanic eruptions, earthquakes, mountain building, new land being formed, weathering, erosion, sedimentation, soil formation).</p>	<p>S8D1.1.2a</p>	<p>Identify natural processes that change the Earth’s surface (e.g., landslides, earthquakes, weathering).</p>
	<p>S8.D.1.1.3 Identify soil types. (i.e., humus, topsoil, subsoil, loam, loess, and parent material) and their characteristics (particle size, porosity, permeability) found in different biomes and in Pennsylvania, and explain how they formed.</p>		
	<p>S8.D.1.1.4 Explain how fossils provide evidence about plants and animals that once lived throughout Pennsylvania’s history (e.g., fossils provide evidence of different environments).</p>		
<p>S8.D.1.2 Describe the potential impact of human made processes on changes to Earth’s resources and how they affect everyday life.</p> <p>Reference: 3.5.7.B, 3.6.7.A, 4.2.7.C</p>	<p>S8.D.1.2.1 Describe a product’s transformation process from production to consumption (e.g., prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process’s potential impact on Earth’s resources.</p>	<p>S8D1.2.1a</p>	<p>Identify products that are made from different renewable or non-renewable sources (e.g., lumber from trees, cans from metal, gasoline from oil).</p>
	<p>S8.D.1.2.2 Describe potential impacts of human-made processes (e.g., manufacturing, agriculture, transportation, mining) on Earth’s resources, both nonliving (i.e., air, water, or earth materials) and living (i.e., plants and animals).</p>		

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S8.D.1 Earth Features and Processes that Change Earth and Its Resources

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S8.D.1.3 Describe characteristic features of Earth's water systems or their impact on resources.</p> <p>Reference: 3.5.7.D, 4.3.7.B, 4.1.7.A, 4.1.7.B, 4.1.7.C</p>	<p>S8.D.1.3.1 Describe the water cycle and the physical processes on which it depends (i.e., evaporation, condensation, precipitation, transpiration, runoff, infiltration, energy inputs, and phase changes).</p>	<p>S8D1.3.1a</p>	<p>Recognize processes in the water cycle (limited to evaporation, condensation, precipitation, transpiration, runoff, and infiltration).</p>
	<p>S8.D.1.3.2 Compare and contrast characteristics of freshwater and saltwater systems on the basis of their physical characteristics (i.e., composition, density and electrical conductivity) and their use as natural resources.</p>		
	<p>S8.D.1.3.3 Distinguish among different water systems (e.g., wetland systems, ocean systems, river systems, watersheds) and describe their relationships to each other as well as to landforms.</p>		
	<p>S8.D.1.3.4 Identify the physical characteristics of a stream and how these characteristics determine the types of organisms found within the stream environment (e.g., biological diversity, water quality, flow rate, tributaries, surrounding watershed).</p>		

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S8.D.2 Weather, Climate, and Atmospheric Processes

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.D.2.1 Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate. Reference: 3.5.7.C	S8.D.2.1.1 Explain the impact of water systems on the local weather or the climate of a region (e.g., lake effect snow, land/ocean breezes).		
	S8.D.2.1.2 Identify how global patterns of atmospheric movement influence regional weather and climate.		
	S8.D.2.1.3 Identify how cloud types, wind directions and barometric pressure changes are associated with weather patterns in different regions of the country.	S8D2.1.3a	Identify how wind direction or cloud types (limited to cumulus, cirrus, stratus, nimbostratus, cumulonimbus) are associated with weather patterns.

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S8.D.3 Composition and Structure of the Universe

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S8.D.3.1 Explain the relationships between and among the objects of our solar system. Reference: 3.4.7.D	S8.D.3.1.1 Describe patterns of Earth's movements (i.e., rotation and revolution) in relation to the moon and sun (i.e., phases, eclipses, and tides).		
	S8.D.3.1.2 Describe the role of gravity as the force that governs the movement of the solar system and universe.		
	S8.D.3.1.3 Compare and contrast characteristics of celestial bodies found in the solar system (e.g., moons, asteroids, comets, meteors, inner and outer planets).		

Science

Grade 11

PA Alternate Eligible Content

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR: S11.A.1 Reasoning and Analysis

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.A.1.1 Analyze and explain the nature of science in the search for understanding the natural world and its connection to technological systems.</p> <p>Reference: 3.1.10.A, 3.2.10.A, 3.1.10.E</p>	S11.A.1.1.1 Compare and contrast scientific theories, scientific laws, and beliefs (e.g., the universal law of gravitation, how light travels, formation of moons, stages of ecological succession).		
	S11.A.1.1.2 Analyze and explain the accuracy of scientific facts, principles, theories, and laws.		
	S11.A.1.1.3 Evaluate the appropriateness of research questions (e.g., testable vs. not-testable).		
	S11.A.1.1.4 Explain how specific scientific knowledge or technological design concepts solve practical problems (e.g., momentum, Newton’s universal law of gravitation, tectonics, conservation of mass and energy, cell theory, theory of evolution, atomic theory, theory of relativity, Pasteur’s germ theory, relativity, heliocentric theory, ideal gas laws.).		
	S11.A.1.1.5 Analyze or compare the use of both direct and indirect observation as means to study the world and the universe (e.g., behavior of atoms, functions of cells, birth of stars).		
<p>S11.A.1.2 Identify and analyze the scientific or technological challenges of societal issues; propose possible solutions and discuss implications.</p> <p>Reference: 3.2.10.A, 4.3.10.B</p>	S11.A.1.2.1 Explain and apply scientific concepts to societal issues using case studies (e.g., , spread of HIV, deforestation, environmental health, energy).		
	S11.A.1.2.2 Use case studies (e.g., Wright brothers’ flying machine, Tacoma Narrows Bridge, Henry Petroski’s Design Paradigms) to propose possible solutions and analyze economic and environmental implications of solutions for real-world problems.		

PA Reporting Category: The Nature of Science

**ASSESSMENT ANCHOR:
S11.A.1 Reasoning and Analysis**

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S11.A.1.3 Describe and interpret patterns of change in natural and human- made systems. Reference: 3.1.10.C, 3.1.10.E, 4.8.10.A	S11.A.1.3.1 Use appropriate quantitative data to describe or interpret change in systems (e.g., biological indices, electrical circuit data, automobile diagnostic systems data).		
	S11.A.1.3.2 Describe or interpret dynamic changes to stable systems (e.g., chemical reactions, human body, food webs, tectonics, homeostasis).	S11A1.3.2a	Identify the variable that causes a specific change to a stable system (e.g., human body, food webs).
	S11.A.1.3.3 Describe how changes in physical and biological indicators (e.g., soil, plants, or animals) of water systems reflect changes in these systems (e.g. changes in bloodworm populations reflect changes in pollution levels in streams).		
	S11.A.1.3.4 Compare the rate of use of natural resources and their impact on sustainability.		

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR:

S11.A.2 Processes, Procedures, and Tools of Scientific Investigation

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.A.2.1 Apply knowledge of scientific investigation or technological design to develop or critique aspects of the experimental or design process.</p> <p>Reference: 3.2.10.B,3.2.10.D</p>	<p>S11.A.2.1.1 Critique the elements of an experimental design (e.g., raising questions, formulating hypotheses, developing procedures, identifying variables, manipulating variables, interpreting data, and drawing conclusions) applicable to a specific experimental design.</p>	<p>S11A2.1.1a</p>	<p>Identify the experimental design that tests a specific scientific question.</p>
	<p>S11.A.2.1.2 Critique the elements of the design process (e.g. identify the problem, understand criteria, create solutions, select solution, test/evaluate and communicate results) applicable to a specific technological design.</p>		
	<p>S11.A.2.1.3 Use data to make inferences and predictions, or to draw conclusions, demonstrating understanding of experimental limits.</p>	<p>S11A2.1.3a</p>	<p>Interpret graphs or charts to make inferences or predictions or to draw conclusions (limited to line graph, bar graph, pie chart and tables).</p>
	<p>S11.A.2.1.4 Critique the results and conclusions of scientific inquiry for consistency and logic.</p>		
	<p>S11.A.2.1.5 Communicate results of investigations using multiple representations.</p>		
<p>S11.A.2.2 Evaluate appropriate technologies for a specific purpose, or describe the information the instrument can provide.</p> <p>Reference: 3.7.10.B, 3.8.10.B</p>	<p>S11.A.2.2.1 Evaluate appropriate methods, instruments, and scale for precise quantitative and qualitative observations (e.g., to compare properties of materials, water quality).</p>	<p>S11A2.2.1a</p>	<p>Choose the appropriate method, instrument, and scale for precise quantitative or qualitative observations.</p>
	<p>S11.A.2.2.2 Explain how technology (e.g., GPS, spectroscope, scanning electron microscope, pH meters, probes, interfaces, imaging technologies, telescope). is used to extend human abilities and precision</p>	<p>S11A2.2.2a</p>	<p>Identify how a specific technology extends human abilities and enhances precision (limited to GPS, x-ray, microscope, telescope).</p>

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR:

S11.A.3 Systems, Models and Patterns

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.A.3.1 Analyze the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p>Reference: 3.1.10.A, 3.1.10.E, 4.3.10.C</p>	<p>S11.A.3.1.1 Apply systems analysis, showing relationships (e.g., flowcharts, concept maps) input and output, and measurements to explain a system and its parts.</p>		
	<p>S11.A.3.1.2 Analyze and predict the effect of making a change in one part of a system on the system as a whole.</p>	<p>S11A3.1.2a</p>	<p>Predict the results of a specific change to one part of a system on the system as a whole (e.g., organ systems, ecosystems, electrical systems).</p>
	<p>S11.A.3.1.3 Use appropriate quantitative data to describe or interpret a system (e.g., biological indices, electrical circuit data, automobile diagnostic systems data).</p>		
	<p>S11.A.3.1.4 Apply the universal systems model of inputs, processes, outputs, and feedback to a working system (e.g., heating systems, motor, food production) and identify the resources necessary for operation of the system.</p>		
<p>S11.A.3.2 Compare observations of the real world to observations of a constructed model.</p> <p>Reference: 3.1.10.B, 3.2.10.B, 4.1.10.B, 4.6.10.A</p>	<p>S11.A.3.2.1 Compare the accuracy of predictions represented in a model to actual observations and behavior.</p>		
	<p>S11.A.3.2.2 Describe advantages and disadvantages of using models to simulate processes and outcomes.</p>		
	<p>S11.A.3.2.3 Describe how relationships represented in models are used to explain scientific or technological concepts (e.g., dimensions of objects within the solar system, life spans, size of atomic particles, topographic maps).</p>		

PA Reporting Category: The Nature of Science

**ASSESSMENT ANCHOR:
S11.A.3 Systems, Models and Patterns**

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S11.A.3.3 Compare and analyze repeated processes or recurring elements in patterns. Reference: 3.1.10.C, 3.2.10.B	S11.A.3.3.1 Describe or interpret recurring patterns that form the basis of biological classification, chemical periodicity, geological order, or astronomical order.		
	S11.A.3.3.2 Compare stationary physical patterns (e.g., crystals, layers of rocks, skeletal systems, tree rings, atomic structure) to the object's properties.		
	S11.A.3.3.3 Analyze physical patterns of motion to make predictions or draw conclusions (e.g., solar system, tectonic plates, weather systems, atomic motion, waves).	S11A3.3.3a	Use observations about recurring patterns, cycles or trends in nature to make predictions or draw conclusions (e.g., solar system, weather systems, organ systems).

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR:

S11.B.1 Structure and Function of Organisms

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.B.1.1 Explain structure and function at multiple levels of organization.</p> <p>Reference: 3.3.10.A, 3.3.10.B, 4.6.10.A, 4.7.10.B</p>	<p>S11.B.1.1.1 Explain how structure determines function at multiple levels of organization (e.g., chemical, cellular, anatomical).</p>		
	<p>S11.B.1.1.2 Compare and contrast the structural and functional similarities and differences among living things (e.g., classify organisms into classification groups, compare systems).</p>	<p>S11B1.1.2a</p>	<p>Compare how different animals use different structures for the same or similar functions.</p>
	<p>S11.B.1.1.3 Compare and contrast cellular processes (e.g., photosynthesis and respiration, meiosis and mitosis, protein synthesis and DNA replication).</p>		

PA Reporting Category: Biological Sciences

**ASSESSMENT ANCHOR:
S11.B.2 Continuity of Life**

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.B.2.1 Explain the mechanisms of the theory of evolution.</p> <p>Reference: 3.3.10.C, 3.3.10.D, 4.4.10.D, 4.7.10.C</p>	<p>S11.B.2.1.1 Explain the theory of evolution by interpreting data from fossil records, similarities in anatomy and physiology, or DNA studies that are relevant to the theory of evolution.</p>		
	<p>S11.B.2.1.2 Explain the role of mutations, differential reproduction, and gene recombination in changing the genetic makeup of a population.</p>		
	<p>S11.B.2.1.3 Explain the role of selective breeding and biotechnology in changing the genetic makeup of a population.</p>		
	<p>S11.B.2.1.4 Explain why natural selection can act only on inherited traits.</p>		
<p>S11.B.2.2 Describe how genetic information is inherited and expressed.</p> <p>Reference: 3.3.10.C</p>	<p>S11.B.2.2.1 Describe how genetic information is expressed (i.e., DNA, genes, chromosomes, transcription, translation, and replication).</p>		
	<p>S11.B.2.2.2 Compare and contrast mitosis and meiosis in passing on genetic information.</p>		
	<p>S11.B.2.2.3 Explain how different patterns of inheritance affect population variability. (i.e., multiple alleles, co-dominance, dominance, recessiveness, and sex-influenced traits and sex-linked traits).</p>		

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR: S11.B.3 Ecological Behavior and Systems

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.B.3.1 Use evidence or examples to explain the characteristics of and interactions within an ecosystem.</p> <p>Reference: 4.3.10.C, 4.6.10.A</p>	S11.B.3.1.1 Explain the significance of diversity in ecosystems.		
	S11.B.3.1.2 Explain the biotic (i.e., plant, animal, and microbial communities) and abiotic (i.e., soil, air, temperature, and water) components of an ecosystem and their interaction.		
	S11.B.3.1.3 Describe how living organisms affect the survival of one another.	S11B3.1.3a	Identify the interactions among living components of an ecosystem (limited to competition, predation, and mutualism).
	S11.B.3.1.4 Compare the similarities and differences in the major biomes (e.g., desert, tropical rain forest, temperate forest, coniferous forest, tundra) and the communities that inhabit them.	S11B3.1.4a	Compare the similarities and differences in the Earth's major biomes (e.g., tropical rain forest vs. tundra, tundra vs. desert).
		S11B3.1.4b	Identify the similarities and differences in animals or plants that inhabit the major biomes (e.g., tropical rain forest, tundra, desert).
S11.B.3.1.5 Predict how limiting factors (e.g., physical, biological, chemical) can affect organisms.			
<p>S11.B.3.2 Analyze patterns of change in natural or human-made systems over time.</p> <p>Reference: 3.1.10.C, 4.2.10.D, 4.3.10.B, 3.1.10.E, 4.3.10.C</p>	S11.B.3.2.1 Use evidence to explain how cyclical patterns in population dynamics affect natural systems.		
	S11.B.3.2.2 Explain biological diversity as an indicator of a healthy environment.		
	S11.B.3.2.3 Explain how natural processes (e.g., seasonal change, catastrophic events, habitat alterations) impact the environment over time.	S11B3.2.3a	Recognize the result of catastrophic events on habitats and the animals or plants living there (e.g., forest fire, volcanic eruption, tornado).

PA Reporting Category: Biological Sciences

ASSESSMENT ANCHOR: S11.B.3 Ecological Behavior and Systems

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.B.3.3 Explain how human-made systems impact the management and distribution of natural resources.</p> <p>Reference: 4.2.10.C, 4.4.10.C, 3.8.10.C</p>	<p>S11.B.3.3.1 Describe different human-made systems and how they use renewable and nonrenewable natural resources (i.e., energy, transportation, distribution, management, and processing).</p>		
	<p>S11.B.3.3.2 Compare the impact of management practices (e.g., production, processing, research, development, marketing, distribution, consumption, by-products) in meeting the need for commodities locally and globally.</p>		
	<p>S11.B.3.3.3 Explain the environmental benefits and risks associated with human-made systems (e.g., integrated pest management, genetically engineered organisms, organic food production).</p>		

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S11.C.1 Structure, Properties, and Interactions of Matter and Energy

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.C.1.1 Explain the relationship between the structure and properties of matter.</p> <p>Reference: 3.4.10.A</p>	<p>S11.C.1.1.1 Explain that matter is made of particles called atoms and that atoms are composed of even smaller particles (e.g., proton, neutrons, electrons).</p>	<p>S11C1.1.1a</p>	<p>Recognize that matter is made of particles.</p>
	<p>S11.C.1.1.2 Explain the relationship between the physical properties of a substance and its molecular or atomic structure.</p>		
	<p>S11.C.1.1.3 Explain the formation of compounds (ionic and covalent) and their resulting properties using bonding theories.</p>		
	<p>S11.C.1.1.4 Explain how the relationships of chemical properties of elements are represented in the repeating patterns within the periodic table.</p>		
	<p>S11.C.1.1.5 Predict the behavior of gases through the application of laws (e.g., Boyle's law, Charles' law, or ideal gas law).</p>		
	<p>S11.C.1.1.6 Describe factors that influence the frequency of collisions during chemical reactions that might affect the reaction rates (e.g., surface area, concentration, catalyst, temperature).</p>		

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S11.C.2 Forms, Sources, Conversion, and Transfer of Energy

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.C.2.1 Analyze energy sources and transfer of energy, or conversion of energy.</p> <p>Reference: 3.4.10.B</p>	<p>S11.C.2.1.1 Compare or analyze waves in the electromagnetic spectrum (e.g., ultraviolet, infrared, visible light, x-rays, microwaves) as well as their properties, energy levels, and motion.</p>		
	<p>S11.C.2.1.2 Describe energy changes in chemical reactions.</p>		
	<p>S11.C.2.1.3 Apply the knowledge of conservation of energy to explain common systems (e.g., refrigeration, rocket propulsion, heat pump).</p>		
	<p>S11.C.2.1.4 Use Ohm's Law to explain relative resistances, currents and electro-motive forces.</p>		
<p>S11.C.2.2 Demonstrate that different ways of obtaining, transforming, and distributing energy have different environmental consequences.</p> <p>Reference: 3.4.10.B, 4.8.10.C, 4.2.10.A</p>	<p>S11.C.2.2.1 Explain the environmental impacts of energy use by various economic sectors (e.g., mining, logging, transportation) on environmental systems</p>		
	<p>S11.C.2.2.2 Explain the practical use of alternative sources of energy (i.e., wind, solar, and biomass) to address environmental problems (e.g., air quality, erosion, resource depletion).</p>		
	<p>S11.C.2.2.3 Give examples of renewable energy resources (e.g., wind, solar, biomass) and nonrenewable resources (e.g., coal, oil, natural gas) and explain the environmental and economic advantages and disadvantages of their use.</p>	<p>S11C2.2.3a</p>	<p>Identify the impact of using renewable or non-renewable energy sources on the environment (e.g., impact of solar power, coal).</p>

PA Reporting Category: Physical Sciences

ASSESSMENT ANCHOR:

S11.C.3 Principles of Motion and Force

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.C.3.1 Use the principles of motion and force to solve real-world challenges.</p> <p>Reference: 3.4.10.C, 3.6.10.C</p>	<p>S11.C.3.1.1 Explain common phenomena (e.g., a rock in a landslide, an astronaut during a spacewalk, a car hitting a patch of ice on the road) using an understanding of conservation of momentum.</p>	<p>S11C3.1.1a</p>	<p>Identify the outcome in a common, real-world situation based on an understanding of forces (limited to push, pull, friction, and gravity).</p>
	<p>S11.C.3.1.2 Design or evaluate simple technological or natural systems that incorporate the principles of force and motion (e.g., simple machines, compound machines).</p>		
	<p>S11.C.3.1.3. Describe the motion of an object using variables (i.e., acceleration, velocity, displacement)</p>	<p>S11C3.1.3a</p>	<p>Determine the relative speed, distance, or time an object travels.</p>
	<p>S11.C.3.1.4 Explain how electricity induces magnetism and how magnetism induces electricity as two aspects of a single electromagnetic force</p>		
	<p>S11.C.3.1.5 Calculate the mechanical advantage for moving an object by using a simple machine.</p>		
	<p>S11.C.3.1.6 Identify elements of simple machines in compound machines</p>		

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S11.D.1 Earth Features and Processes that Change Earth and Its Resources

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.D.1.1 Explain and analyze the forces in the lithosphere that continually shape Earth.</p> <p>Reference: 3.5.10.A, 4.4.10.B, 4.1.10.B</p>	<p>S11.D.1.1.1 Classify and describe major types of rocks (i.e., igneous – granite, basalt, obsidian, pumice; sedimentary – limestone, sandstone, shale, coal; and metamorphic – slate, quartzite, marble, gneiss) and minerals (quartz, calcite, dolomite, clay, feldspar, mica, halite, pyrite) by their origin and formation.</p>		
	<p>S11.D.1.1.2 Explain the processes that take place at plate boundaries and how these processes continue to shape Earth (e.g., volcanic activity, earthquakes, mountain building, mid-ocean ridges, deep-sea trenches, new land being formed).</p>		
	<p>S11.D.1.1.3 Analyze features caused by the interaction of processes that change Earth’s surface (e.g., wind and moving water help break down rock into soil; plate movement, earthquakes, and volcanic activity help cause mountains and valleys to form; flowing water and deposition of material help form deltas).</p>	<p>S11D1.1.3a</p>	<p>Recognize the relationship between natural processes and the resulting changes to the Earth’s surface (e.g., volcanic eruptions and mountain building, erosion and coastline changes).</p>
<p>S11.D.1.2 Analyze how human-made systems impact the management and distribution of natural resources.</p> <p>Reference: 4.2.10.C, 3.5.10.B, 3.6.10.A</p>	<p>S11.D.1.2.1 Evaluate factors affecting availability, location, extraction, and use of natural resources.</p>		
	<p>S11.D.1.2.2 Explain the impact of obtaining and using natural resources for the production of energy and materials (e.g., resource renewal, amount of pollution, deforestation).</p>	<p>S11D1.2.2a</p>	<p>Identify the impact of human-made processes on the Earth’s resources (e.g., manufacturing and pollution).</p>

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S11.D.1 Earth Features and Processes that Change Earth and Its Resources

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.D.1.3 Explain the significance and contribution of water as a resource to living things and the shaping of the land.</p> <p>Reference: 3.5.10.D, 4.1.10.B, 4.3.10.B</p>	<p>S11.D.1.3.1 Explain the multiple functions of different water systems in relation to landforms (e.g., buffer zones, nurseries, food production areas, habitat, water quality control, biological indicators).</p>		
	<p>S11.D.1.3.2 Explain relationships among physical characteristics, vegetation, topography, and flow as it relates to water systems.</p>		
	<p>S11.D.1.3.3 Explain factors (e.g., nutrient loading, turbidity, rate of flow, rate of deposition, biological diversity) that affect water quality and flow through a water system.</p>		

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S11.D.2 Weather, Climate, and Atmospheric Processes

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
<p>S11.D.2.1 Analyze how the transfer of energy and substances between Earth's atmosphere and its surface influences regional or global weather or climate.</p> <p>Reference: 3.5.10.C</p>	<p>S11.D.2.1.1 Describe how changes in concentration of minor components (e.g., O₂, CO₂, ozone, dust, pollution) in Earth's atmosphere may be linked to climate change.</p>		
	<p>S11.D.2.1.2 Compare the transmission, reflection, absorption, and radiation of solar energy to and by the Earth's surface under different environmental conditions (e.g., major volcanic eruptions, greenhouse effect, reduction of ozone layer; increased global cloud cover).</p>		
	<p>S11.D.2.1.3 Explain weather patterns and seasonal changes using the concepts of heat and density.</p>		
	<p>S11.D.2.1.4 Analyze weather maps and weather data (e.g., air masses, fronts, temperature, air pressure, wind speed, wind direction, precipitation) to predict regional or global weather events.</p>	<p>S11D2.1.4a</p>	<p>Interpret weather data and predict weather events (e.g., temperature, wind direction, precipitation).</p>

PA Reporting Category: Earth and Space Sciences

ASSESSMENT ANCHOR:

S11.D.3 Composition and Structure of the Universe

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
S11.D.3.1 Explain the composition, structure and origin of the universe. <i>Reference: 3.4.10.D</i>	S11.D.3.1.1 Describe planetary motion and the physical laws that explain planetary motion.		
	S11.D.3.1.2 Describe the structure, formation, and life cycle of stars.		
	S11.D.3.1.3 Explain the current scientific theories of the origin of the solar system and universe (e.g.,big bang theory, solar nebular theory, stellar evolution).		

English Language Arts - Writing Grade 3

PA Alternate Eligible Content

PA Reporting Category: E03.C Writing

Pa Core Standards:

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.I Support an opinion with reasons.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

Assessment Anchor

E03.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E03.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	E03C1.1.1a	Identify one opinion
	E03.C.1.1.2 Provide reasons that support the opinion.	E03C1.1.2a	Support opinion with at least one detail
	E03.C.1.1.3 Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect an opinion and reasons.	E03C1.1.3a	Identify a linking word.
	E03.C.1.1.4 Provide a concluding statement or section.		

PA Reporting Category: E03.C Writing

PA Core Standard:

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

Assessment Anchor

E03.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E03.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	E03C1.2.1a	Identify one topic
	E03.C.1.2.2 Develop the topic with facts, definitions, and/or details.	E03C1.2.2a	Support topic with at least one detail
	E03.C.1.2.3 Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	E03C1.2.3a	Identify a linking word
	E03.C.1.2.4 Provide a concluding statement or section.		

PA Reporting Category: E03.C Writing

PA Core Standard:

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

Assessment Anchor

E03.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E03.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	E03.C.1.3.1 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.	E03C1.3.1a	Identify one situation to describe
		E03C1.3.1b	Identify an event in the sequence
	E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.		
	E03.C.1.3.3 Use temporal words and phrases to signal event order.		
	E03.C.1.3.4 Provide a sense of closure.	E03C1.3.4a	Identify an ending

PA Reporting Category: E03.D Language

PA Core Standard

- CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
- CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E03.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences		
	E03.D.1.1.2 Form and use regular and irregular plural nouns.		
	E03.D.1.1.3 Use abstract nouns (e.g., <i>childhood</i>)		
	E03.D.1.1.4 Form and use regular and irregular verbs.		
	E03.D.1.1.5 Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).		
	E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement*		
	E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
	E03.D.1.1.8 Use coordinating and subordinating conjunctions.		
	E03.D.1.1.9 Produce simple, compound, and complex sentences.	E03D1.1.9a	Produce a simple sentence

PA Reporting Category: E03.D Language

PA Core Standard:

- CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E03.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E03.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E03.D.1.2.1 Capitalize appropriate words in titles.	E03D1.2.1a	Capitalize appropriate words
	E03.D.1.2.2 Use commas in addresses.		
	E03.D.1.2.3 Use commas and quotation marks in dialogue.		
	E03.D.1.2.4 Form and use possessives.		
	E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).		
	E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		

Reference: Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E03.D Language

PA Core Standard:

CC.1.4.3.E Choose words and phrases for effect.

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.Q Choose words and phrases for effect.

Assessment Anchor

E03.D.2 Knowledge of Language

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E03.D.2.1 Use knowledge of language and its conventions.	E03.D.2.1.1 Choose words and phrases for effect.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

English Language Arts - Writing Grade 4

PA Alternate Eligible Content

PA Reporting Category: E04.C Writing

Pa Core Standards:

- CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.4.H Introduce the topic and state an opinion on the topic.
- CC.1.4.4.I Provide reasons that are supported by facts and details.
- CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.

Assessment Anchor

E04.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E04.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	E04.C.1.1.1 Introduce a topic 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.	E04C1.1.1a	Identify an opinion about a topic
	E04.C.1.1.2 Provide reasons that are supported by facts and details.	E04C1.1.2a	Provide two or more details that support the opinion
	E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	E04C1.1.3a	Complete a sentence when given a linking word
	E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.		

PA Reporting Category: E04.C Writing

PA Core Standard:

- CC.1.4.4.B Identify and introduce the topic clearly.
- CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Assessment Anchor

E04.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E04.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	E04C1.2.1a	Introduce a topic
	E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	E04C1.2.2a	Develop the topic with one or more details
	E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).	E04C1.2.3a	Complete a sentence when given a linking word
	E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.		

PA Reporting Category: E04.C Writing

PA Core Standard:

- CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
- CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

Assessment Anchor

E04.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E04.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences	E04.C.1.3.1 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.	E04C1.3.1a	Identify a topic for a narrative
		E04C1.3.1b	Identify the sequence of two events in the narrative
	E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.		
	E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.		
	E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely		
E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.		E04C1.3.5a	Provide a concluding statement

PA Reporting Category: E04.D Language

PA Core Standard:

CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E04.D.1.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E04.D.1.1.1 Use relative pronouns (e.g., <i>who, whose, whom, which, that</i>) and relative adverbs (e.g., <i>where, when, why</i>).		
	E04.D.1.1.2 Form and use the progressive verb tenses (e.g., <i>I was walking, I am walking, I will be walking</i>).		
	E04.D.1.1.3 Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		
	E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).		
	E04.D.1.1.5 Form and use prepositional phrases.		
	E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*	E04D1.1.6a	Produce simple sentences
	E04.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).*		
	E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E04.D Language

PA Core Standard:

CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E04.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E04.D.1.2.1 Use correct capitalization.	E04D1.2.1a	Capitalize appropriate words
	E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.		
	E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.		
	E04.D.1.2.4 Spell grade-appropriate words correctly.		

Reference: Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E04.D Language

PA Core Standard:

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.K Choose words and phrases to convey ideas precisely.

CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

Assessment Anchor

E04.D.2 Knowledge of Language

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E04.D.2.1 Use knowledge of language and its conventions.	E04.D.2.1.1 Choose words and phrases to convey ideas precisely.*		
	E04.D.2.1.2 Choose punctuation for effect.*		
	E04.D.2.1.3 Choose words and phrases for effect.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

English Language Arts - Writing Grade 5

PA Alternate Eligible Content

PA Reporting Category: E05.C Writing

Pa Core Standards:

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Assessment Anchor

E05.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E05.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E05C1.1.1a	Provide an opinion on a topic
	E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.	E05C1.1.2a	Provide two or more details that support the reason for opinion
	E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	E05C1.1.3a	Identify words to link the opinion and reasons
	E05.C.1.1.4 Establish and maintain a formal style.		
	E05.C.1.1.5 Provide a concluding section related to the opinion presented.		

PA Reporting Category: E05.C Writing

PA Core Standard:

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D Group related information logically, linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

* Use precise language and domain-specific vocabulary to inform about or explain the topic.

* Use sentences of varying length.

Assessment Anchor

E05.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	E05C1.2.1a	Introduce a topic
	E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	E05C1.2.2a	Provide two or more facts or details about the topic
	E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	E05C1.2.3a	Identify words to link the topic and details
	E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	E05.C.1.2.5 Establish and maintain a formal style.		
	E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.		

PA Reporting Category: E05.C Writing

PA Core Standard:

CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.Q Write with an awareness of style.

* Use sentences of varying length.

* Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Assessment Anchor

E05.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E05.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	E05.C.1.3.1 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.	E05C1.3.1a	Introduce a topic for a narrative
	E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	E05C1.3.2a	Convey two events in sequence
	E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	E05C1.3.3a	Identify transition words that convey sequence
	E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.		
	E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	E05C1.3.5a	Provide a concluding statement

PA Reporting Category: E05.D Language

PA Core Standard

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E05.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
	E05.D.1.1.2 Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>).		
	E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.		
	E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*		
	E05.D.1.1.5 Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).		
	E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*	E05D1.1.6a	Use simple sentences
	E05.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>)*		
	E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E05.D Language

PA Core Standard:

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E05.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E05.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E05.D.1.2.1 Use punctuation to separate items in a series.*		
	E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.		
	E05.D.1.2.3 Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).		
	E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.		
	E05.D.1.2.5 Spell grade-appropriate words correctly.		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E05.D Language

PA Core Standard:

CC.1.4.5.E Write with an awareness of style.

* Use precise language and domain-specific vocabulary to inform about or explain the topic.

* Use sentences of varying length.

CC.1.4.5.K Write with an awareness of style.

* Use sentences of varying length.

* Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.Q Write with an awareness of style.

* Use sentences of varying length.

* Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Assessment Anchor

E05.D.2 Knowledge of Language

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E05.D.2.1 Use knowledge of language and its conventions.	E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
	E05.D.2.1.2 Choose words and phrases to convey ideas precisely.*		
	E05.D.2.1.3 Choose punctuation for effect.*		
	E05.D.2.1.4 Choose words and phrases for effect.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

English Language Arts - Writing Grade 6

PA Alternate Eligible Content

PA Reporting Category: E06.C Writing

Pa Core Standards:

- CC.1.4.6.H Introduce and state an opinion on a topic.
- CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
- CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice
 - Establish and maintain a formal style.

Assessment Anchor

E06.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E06.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.	E06.C.1.1.1 Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.	E06C1.1.1a	Introduce a claim
	E06.C.1.1.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	E06C1.1.2a	Use two evidence statements to support claim
	E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
	E06.C.1.1.4 Establish and maintain a formal style.		
	E06.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.	E06C1.1.5a	Identify an ending statement

PA Reporting Category: E06.C Writing

PA Core Standard:

- CC.1.4.6.B Identify and introduce the topic for the intended audience.
- CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.

Assessment Anchor

E06.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E06.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	E06C1.2.1a	Select a strategy such as definition or compare/contrast to introduce a topic
	E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	E06C1.2.2a	Identify relevant facts or concrete details to support topic
	E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.		
	E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.	E06C1.2.4a	Identify vocabulary specific to a topic
	E06.C.1.2.5 Establish and maintain a formal style.		
	E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.	E06C1.2.6a	Identify an ending statement

PA Reporting Category: E06.C Writing

PA Core Standard:

CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

CC.1.4.6.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.
- Develop and maintain a consistent voice.

Assessment Anchor

E06.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E06.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	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.	E06C1.3.1a	Introduce a topic for a narrative that includes at least two characters
	E06.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E06C1.3.2a	Convey two or more events
	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.	E06C1.3.3a	Describe sequence of two or more events using transitional words
	E06.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
	E06.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	E06C1.3.5a	Provide a concluding statement

PA Reporting Category: E06.D Language

PA Core Standard

- CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E06.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).		
	E06.D.1.1.2 Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).		
	E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.*		
	E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		
	E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*		
	E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*	E06D1.1.6a	Produce a complete sentence
	E06.D.1.1.7 Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i> , <i>they're</i>).*		
	E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*		

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E06.D Language

PA Core Standard:

- CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E06.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
	E06.D.1.2.2 Spell correctly.		
	E06.D.1.2.3 Use punctuation to separate items in a series.*		

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E06.D Language

PA Core Standard:

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.
- Develop and maintain a consistent voice.

CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Assessment Anchor

E06.D.2 Knowledge of Language

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E06.D.2.1 Use knowledge of language and its conventions.	E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.*		
	E06.D.2.1.2 Maintain consistency in style and tone.*		
	E06.D.2.1.3 Choose words and phrases to convey ideas precisely.*		
	E06.D.2.1.4 Choose punctuation for effect.*		
	E06.D.2.1.5 Choose words and phrases for effect.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

English Language Arts - Writing Grade 7

PA Alternate Eligible Content

PA Reporting Category: E07.C Writing

Pa Core Standards:

CC.1.4.7.H Introduce and state an opinion on a topic.

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

Assessment Anchor

E07.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.	E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	E07C1.1.1a	Identify both sides of an argument or claim
	E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	E07C1.1.2a	Identify one piece of evidence to support each side of argument or claim
	E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
	E07.C.1.1.4 Establish and maintain a formal style.		
	E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.	E07C1.1.5a	Identify an ending statement

PA Reporting Category: E07.C Writing

PA Core Standard:

- CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.
- CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.

Assessment Anchor

E07.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E07.C.1.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E07.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, compare/contrast, and cause/effect to support the writer's purpose.	E07C1.2.1a	Use a strategy such as definition or compare/contrast to introduce a topic
	E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	E07C1.2.2a	Generate on-topic supporting details
	E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
	E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.	E07C1.2.4a	Identify vocabulary specific to a topic
	E07.C.1.2.5 Establish and maintain a formal style.		
	E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.	E07C1.2.6a	Identify an ending statement

PA Reporting Category: E07.C Writing

PA Core Standard:

CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.7.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.

Assessment Anchor

E07.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E07.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.	E07C1.3.1a	Select a topic for a narrative about at least two characters
	E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E07C1.3.2a	Convey at least three events in the story
	E07.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.	E07C1.3.3a	Convey sequencing using transitional words
	E07.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
	E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.	E07C1.3.5a	Provide the conclusion

PA Reporting Category: E07.D Language

PA Core Standard

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E07.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.		
	E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
	E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*		
	E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.*		
	E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		
	E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.*		
	E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*		
	E07.D.1.1.8 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).*		
	E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E07.D Language

PA Core Standard:

- CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E07.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E07.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>).		
	E07.D.1.2.2 Spell correctly.		
	E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*		
	E07.D.1.2.4 Use punctuation to separate items in a series.*		

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E07.D Language

PA Core Standard:

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

- Use precis language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precis language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities..
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Use sentences of varying lengths and complexities.
- Use precis language
- Develop and maintain a consistent voice.

Assessment Anchor

E07.D.2 Knowledge of Language

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E07.D.2.1 Use knowledge of language and its conventions.	E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
	E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*		
	E07.D.2.1.3 Maintain consistency in style and tone.*		
	E07.D.2.1.4 Choose punctuation for effect.*		
	E07.D.2.1.5 Choose words and phrases for effect.*		

English Language Arts - Writing Grade 8

PA Alternate Eligible Content

PA Reporting Category: E08.C Writing

Pa Core Standards:

CC.1.4.8.H Introduce and state an opinion on a topic.

CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precis language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

Assessment Anchor

E08.C. 1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.	E08.C.1.1.1 Introduce claim(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.	E08C1.1.1a	State a claim and at least one counterclaim
		E08C1.1.1b	Identify an organizational statement that describes the structure
	E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	E08C1.1.2a	Use reason and evidence to support claim
	E 08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(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 reasons presented.		E08C1.1.5a	Provide an ending statement

PA Reporting Category: E08.C Writing

PA Core Standard:

As Approved by the State Board of Education on May 11, 2017

- CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
- CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Create tone and voice through precise language.
 - Establish and maintain a formal style.

Assessment Anchor

E08.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E08.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	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, compare/contrast, and cause/effect to support the writer's purpose.	E08C1.2.1a	Use a strategy such as definition, classification, or compare/contrast, to introduce a topic
	E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	E08C1.2.2a	Use at least two types of supporting details (e.g., definition and facts)
	E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
	E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.	E08C1.2.4a	Identify vocabulary specific to a 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.	E08C1.2.6a	Provide an ending statement

PA Reporting Category: E08.C Writing

PA Core Standard:

As Approved by the State Board of Education on May 11, 2017

- CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
- CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
 - Use sentences of varying lengths and complexities.
 - Create tone and voice through precise language.

Assessment Anchor

E08.C.1 Text Types and Purposes

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	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 logically to support the writer's purpose.	E08C1.3.1a	Provide a topic for a narrative about at least two characters
	E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	E08C1.3.2a	Convey at least three events sequentially
	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.	E08C1.3.3a	Convey sequencing, or setting change using one or more transitional words
	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.	E08C1.3.5a	Provide the conclusion

PA Reporting Category: E08.D Language

PA Core Standard

CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E08.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and 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.		
	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., <i>to, too, two, there, their, they're</i>).*		
	E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E08.D Language

PA Core Standard:

CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment Anchor

E08.D.1 Conventions of Standard English

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and 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 (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*		
	E08.D.1.2.5 Use punctuation to separate items in a series.*		

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

PA Reporting Category: E08.D Language

PA Core Standard:

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precis language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precis language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

Assessment Anchor

E08.D.2 Knowledge of Language

DESCRIPTOR	ELIGIBLE CONTENT	DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
E08.D.2.1 Use knowledge of language and its conventions.	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.*		

Reference: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

English Language Arts - Writing Grade 11

PA Alternate Eligible Content

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

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

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

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

CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

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

CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

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

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

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

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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

CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

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

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Ma	Relate personal experiences with self-reflection

CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

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

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT
CC1.4.1112Va	Identify a question and find answer using reference material

CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT

CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DRAFT ALTERNATE ELIGIBLE CONTENT CODE	DRAFT ALTERNATE ELIGIBLE CONTENT