<table>
<thead>
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<th>Reporting Category</th>
<th>Description</th>
<th>Eligible Content</th>
</tr>
</thead>
</table>
| 6     | A-K.1.1           | Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. | A-K.1.1.1  
A-K.1.1.2  
A-K.1.1.3 |
|       | A-C.2.1           | Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. | A-C.2.1.1  
A-C.2.1.2  
A-C.2.1.3 |
|       | A-C.3.1           | Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | A-C.3.1.1 |
|       | B-C.3.1           | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias). | B-C.3.1.1  
B-C.3.1.2 |
|       | B-V.4.1           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | B-V.4.1.1  
B-V.4.1.2 |
|       | B-K.1.1           | Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. | B-K.1.1.1  
B-K.1.1.2  
B-K.1.1.3 |
|       | B-C.2.1           | Determine how an author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. | B-C.2.1.1  
B-C.2.1.2  
B-C.2.1.3 |

**Note:** “Story” means narration of events told through the text types of story, drama, or poem.
# English Language Arts

## Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

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

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| 6     | Conventions of Standard English | D.1.1 | D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).  
D.1.1.2 Use intensive pronouns (e.g., *myself*, *ourselves*).  
D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.*  
D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*  
D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*  
D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*  
D.1.1.7 Correctly use frequently confused words (e.g., *to*, *too*, *two; there*, *their*, *they’re).*  
D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.* |
|       |                      | D.1.2 | D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*  
D.1.2.2 Spell correctly.  
D.1.2.3 Use punctuation to separate items in a series.* |
|       |                      | D.2.1 | D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.*  
D.2.1.2 Maintain consistency in style and tone.*  
D.2.1.3 Choose words and phrases to convey ideas precisely.*  
D.2.1.4 Choose punctuation for effect.*  
D.2.1.5 Choose words and phrases for effect.* |
|       | Text-Dependent Analysis | E.1.1 | E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  
E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).  
E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.  
E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.  
E.1.1.5 Establish and maintain a formal style.  
E.1.1.6 Provide a concluding section that follows from the analysis presented. |

*Pennsylvania Department of Education - Updated 2017*