

Alignment of Eligible Content: More than Just Content

The crosswalk below is designed to show the alignment between the PA Academic Standard Eligible Content and the PA Common Core Eligible Content. While content is in many cases similar, the **key message is that PA Common Core focused instruction is more rigorous and will prepare students for upcoming PSSAs and future PA Common Core aligned PSSAs.**

The defining element of the PA Common Core Standards is one of rigor. Barbara Blackburn elaborates on the concept of rigor when she states: “True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.”¹

Focus on PA Common Core

As instruction segues from the PA Academic Standards to the PA Common Core Standards, it is important to understand the need to prepare students for the current and upcoming PA CC-aligned PSSAs and to consider not only the content but the degree of rigor embraced by the new standards. The instructional shifts embrace increased reading of informational texts, growth in text complexity through the grades, focus on academic vocabulary, text dependent analysis, writing from sources, and literacy instruction in all content areas. The PA Common Core aligned Eligible Content statements reflect those shifts.

PA Common Core – Raising the Bar

Educators will note that the items developed to measure the new Assessment Anchors and Eligible Content (Common Core aligned AA/EC) will differ from the current PSSA items in both rigor and difficulty. This will be a direct result of the rigor of the new Assessment Anchors and Eligible Content where the average Depth of Knowledge (DOK) will be higher than the DOK of the existing PSSA Assessment Anchors and Eligible Content. As a result, educators should see items written at the higher cognitive levels (e.g., level 2 and level 3). However, that does not mean that a DOK level 1 item will not be found on the transitioned PSSA. For example, an item measuring math fluency is typically written at DOK level 1. For reading, there may be a vocabulary AA/EC that allows for an item to be written at DOK 1.

Regardless of the increased rigor of the items measuring the new Assessment Anchors and Eligible Content (Common Core aligned AA/EC), educators will also perceive the difficulty of the assessment to have increased.

Eye on the Standards

It is important to remember that while Assessment Anchors and Eligible Content provide the blueprint for the PSSA assessments, they are a reflection only of what can be assessed in large scale testing and do not reflect all of classroom instruction.

¹ Barbara Blackburn, *Rigor and the Common Core State Standards*, mailto:http://www.educationworld.com/a_admin/rigor-and-common-core-state-standards.shtml (January 2013)

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>Comprehension and Reading Skills Understand Fiction Appropriate to Grade Level – Vocabulary (PA Academic Standards) Vocabulary Acquisition and Use (PA CC Standards)</p> <p>While both sets of Eligible Content statements focus on unlocking meaning of words, PA CC notes a variety of strategies: using context, Latin origins, word relationships, and connotations.</p>		
<p>R5.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.</p>	<p>E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph/photosynthesis</i>).</p>	<p>PA CC Eligible Content focuses on strategies: use of context and knowledge of Latin and Greek affixes and roots.</p>
<p>R5.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p>	<p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better</p>	<p>PA CC Eligible Content (a) is more expansive to include such facets as <i>nuances</i> in word meanings.</p> <p>The descriptor (c) includes not only synonyms and antonyms but includes homographs and their relationships of words to one another.</p>

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	understand each of the words.	
<p>R5.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>Note: Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</p>	<p>E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	Essentially very similar. PA CC includes reference to Greek and Latin roots and affixes.
<p>R5.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences</p>	<p>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)</p> <p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships,</p>	PA CC Eligible Content addresses context very explicitly with multiple strategies.

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	<p>and nuances in word meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words(e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<p>Comprehension and Reading Skills Understand Fiction Appropriate to Grade Level – Text Analysis (PA Academic Standards) Key Ideas and Details (PA CC Standards)</p> <p>PA CC Eligible Content not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.</p>		
<p>R5.A.1.3.1 Make inferences and/or draw conclusions based on information from text.</p>	<p>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)</p>	<p>PA CC EC extends beyond inference to analyzing text more deeply. Textual evidence is an instructional shift evident throughout PA CC.</p>
<p>R5.A.1.3.2 Cite evidence</p>	<p>E05.A-K.1.1.1 Quote</p>	<p>PA CC EC moves beyond</p>

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<p>from text to support generalizations.</p>	<p>accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.</p>	<p>generalizations to analysis.</p>
<p>R5.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>Note: Items may target specific paragraphs.</p>	<p>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p>	<p>With a focus on text dependent analysis, PA CC EC moves beyond main idea and detail to an even deeper analysis – including inferences, conclusions, and/or generalizations.</p>
<p>R5.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p>	<p>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text,</p>	<p>With a focus on text dependent analysis, PA CC EC moves beyond summarizing to a deeper understanding including inferences and generalizations.</p> <p>PA CC EC integrates theme and moves to a higher level beyond summary.</p>

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	<p>including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p>E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g. how characters interact)</p>	<p>This interaction of elements is more sophisticated. It requires students to look more closely at text, using specific details when comparing and contrasting elements.</p>
<p>R5.A.1.6.1 Identify the author’s intended purpose of text.</p>	<p>E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in the text.</p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Drawn from the Evidence-Based Analysis of Text PA CC Eligible Content, these two statements engage the student in both text analysis and demonstrating the understanding in writing.</p>
<p>R5.A.1.6.2 Identify, explain, and/or describe examples of text that support the author’s intended purpose. Note: narrative and poetic</p>	<p>E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and</p>	<p>The PA CC EC statement offers more specificity.</p>

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text	explain how it is conveyed in the text.	
<p style="text-align: center;">Comprehension and Reading Skills Understand Nonfiction Appropriate to Grade Level – Vocabulary (PA Academic Standards) Vocabulary Acquisition and Use (PA CC Standards)</p> <p>While both sets of Eligible Content statements focus on unlocking meaning of words, PA CC notes a variety of strategies: using context, Latin origins, word relationships, and connotations.</p>		
<p>R5.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.</p>	<p>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>PA CC Eligible Content focuses on strategies: use of context and knowledge of Greek and Latin affixes and roots.</p>
<p>R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text.</p>	<p>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Determine the meaning of general academic and domain-specific words and</p>	<p>This lengthy list of PA EC statements is far more detailed and requires more complex thinking than the PA Academic Standard statement.</p>

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	<p>phrases used in a text.</p> <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a .Interpret Figurative language (simile, metaphor, personification) in context</p> <p>b .Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<p>R5.A.2.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>Note: Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post- , super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</p>	<p>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly a range of strategies.</p> <p>b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</p>	<p>Essentially very similar, PA CC EC includes references to Greek and Latin roots and affixes.</p>
<p>R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes</p>	<p>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-</p>	<p>PA CC Eligible Content addresses context very explicitly with multiple</p>

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<p>when using context clues given in explanatory sentences.</p>	<p>meaning words and phrases based on grade 5 reading and content, choosing flexibly a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph/photosynthesis</i>) c. Determine the meaning of general academic and domain-specific words and phrases used in a text. <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language (simile, metaphor, personification) in context b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words 	<p>strategies.</p>

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	(e.g., synonyms, antonyms, homographs) to better understand each of the words.	
<p style="text-align: center;">Comprehension and Reading Skills Understand Nonfiction Appropriate to Grade Level – Text Analysis (PA Academic Standards) Key Ideas and Details (PA CC Standards)</p> <p>PA CC Eligible Content employs the term <i>Informational Text</i>. It not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.</p>		
<p>R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p>	<p>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.E1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences</p>	<p>PA CC EC extends beyond inferencing to analyzing text more deeply. Textual evidence is an instructional shift evident throughout PA CC.</p> <p>PA CC EC moves beyond generalizations to analysis, reflection, and research – perhaps a deeper look at text.</p>
<p>R5.A.2.3.2 Cite evidence from text to support generalizations.</p>	<p>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.E1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences</p>	<p>PA CC EC extends beyond inferencing to analyzing text more deeply. Textual evidence is an instructional shift evident throughout PA CC.</p> <p>PA CC EC moves beyond generalizations to analysis, reflection, and research – perhaps a deeper look at text.</p>

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<p>R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>Note: Items may target specific paragraphs.</p>	<p>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>These three PA Eligible Content statements support the two similar PA Academic Standard Eligible Content statements. The heightened PA CC statements focus on evidence from text and a more in-depth analysis. (Note that the first PA CC statements are drawn from Evidence Analysis of Text and focuses on responding to text in writing.)</p>
<p>R5.A.2.5.1 Summarize the major points, processes, and events of a nonfictional text.</p>	<p>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>E05.B-K.1.1.3 Explain the relationships or interactions between two or more</p>	<p>These three PA Eligible Content statements support the two similar PA Academic Standard Eligible Content statements. The heightened PA CC statements focus on evidence from text and a more in-depth analysis. (Note that the first PA CC statement is drawn from Evidence Analysis of Text and focuses on responding to text in writing.)</p>

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	<p>individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	
<p>R5.A.2.6.1 Identify the author’s intended purpose of text.</p>	<p>E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>The PA CC Eligible Content extends author’s purpose to a deeper analysis of how the author has communicated his/her purpose.</p>
<p>R5.A.2.6.2 Identify, explain, and/or describe examples of text that support the author’s intended purpose.</p> <p>Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement) and editorial/essay text</p>	<p>E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</p> <p>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>E05.B-C.2.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p> <p>E.05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the</p>	<p>The PA CC Eligible Content extends author’s purpose to a deeper analysis of how the author has communicated his/her purpose.</p>

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	<p>writer’s purpose.</p> <p>E. 05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.</p>	
<p>Interpretation and Analysis of Fictional and Nonfictional Text Understand Components Within and Between Texts (PA Academic Standards) Key Ideas and Details (PA CC Standards) Understand Literary Devices in Fictional and Nonfictional Text Understand Concepts and Organization of Nonfictional Text</p>		
<p>R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze, components of fiction and literary nonfiction.</p> <p>Character (may also be called narrator, speaker, subject of a biography):</p> <p>Identify, explain, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between characters and other components of text.</p> <p>Setting:</p> <p>Identify, explain, interpret, compare, and/or describe, the</p>	<p>E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, Including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or</p>	<p>The elements of literature are very similar in both sets of Eligible Content; however, there are some differences.</p> <p>Example:</p> <p>The interplay of elements highlights the importance of the interaction of story elements rather than analyzing each element in isolation.</p>

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<p>setting of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare, describe, and/or analyze, the relationship between setting and other components of text.</p> <p>Plot (may also be called action):</p> <p>Identify, explain, interpret, compare, describe, and/or analyze elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of text.</p> <p>Theme:</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between the theme and other components of text.</p>	<p>technical text based on specific information in the text.</p> <p>E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in the text.</p> <p>E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	
<p>R5.B.1.2.1 Identify, explain, interpret, compare, describe,</p>	<p>E05.A-C.3.1.1 Compare and contrast stories in the same</p>	<p>Both PA and CC Eligible Content statements address</p>

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<p>and/or analyze connections between texts.</p>	<p>genre on their approaches to similar themes and topics.</p> <p>Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p>E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p>	<p>connections; however, PA CC Eligible Content is more specific and asks for more detail than previously required.</p>
<p>R5.B.2.1.1 Identify, explain, interpret, and/or describe examples of personification in text.</p>	<p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</p> <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a .Interpret Figurative language (simile, metaphor, personification) in context</p>	<p>The first PA CC Eligible Content statement (E05.A-V.4.1.2) refers to informational text while the second (E05.B-V.4.1.2) refers to literature.</p> <p>PA CC EC includes figurative language, word relationships, and nuances of words.</p>
<p>R5.B.2.1.2 Identify, interpret, and/or describe examples of similes in text.</p>	<p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>The first PA CC Eligible Content statement (E05.A-V.4.1.2) refers to informational text while the</p>

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	<p>meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context..</p> <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification) in context.</p>	<p>second (E05.B-V.4.1.2) refers to literature.</p> <p>PA CC EC includes figurative language, word relationships, and nuances of words.</p>
<p>R5.B.2.1.3 Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.</p>	<p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context..</p> <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification) in context.</p>	<p>The first PA CC Eligible Content statement (E05.A-V.4.1.2) refers to informational text while the second (E05.B-V.4.1.2) refers to literature.</p> <p>PA CC includes figurative language, word relationships, and nuances of words.</p>
<p>R5.B.2.1.4 Identify, explain, interpret, and/or describe examples of metaphors in text.</p>	<p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>The first PA CC Eligible Content statement (E05.A-V.4.1.2) refers to informational text while the second (E05.B-V.4.1.2) refers to literature.</p>

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	<p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</p> <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification) in context.</p>	<p>PA CC includes figurative language, word relationships, and nuances of words.</p>
<p>R5.B.2.2.1 Identify, explain, interpret, and describe the point of view of the narrator as first person or third person point of view.</p>	<p>E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in the text.</p> <p>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>PC CC Eligible Content asks for analysis of point of view.</p>
<p>R5.B.2.2.2 Explain, interpret, and/or describe the effectiveness of the point of view used by the author.</p>	<p>E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in the text.</p> <p>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting</p>	<p>PC CC Eligible Content asks for analysis of point of view: and employs multiple texts to draw comparisons.</p>

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	important similarities and differences in the point of view they represent.	
<p>R5.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.</p>	<p>E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p>	<p>The PA CC Eligible Content requires the student to read deeply and assess the text claims and reasoning – more specific than the PA Academic Standards Eligible Content.</p> <p>Once again, PA CC Eligible content employs multiple texts.</p>
<p>R5.B.3.2.1 Identify exaggeration (bias) in nonfictional text.</p>	<p>E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p>	<p>The PA CC Eligible Content requires the student to read deeply and assess the text claims and reasoning – more specific than the PA Academic Standards Eligible Content.</p> <p>Once again, PA CC Eligible content employs multiple texts.</p>
<p>R5.B.3.2.2 Identify, explain, and/or interpret how the author uses exaggeration (bias) in nonfictional text.</p>	<p>E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p>	<p>The PA CC Eligible Content requires the student to read deeply and assess the text claims and reasoning – more specific than the PA Academic Standards Eligible Content.</p> <p>Once again, PA CC Eligible content employs multiple texts.</p>

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>R5.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p>	<p>E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</p>	<p>The PA Academic Standard Eligible Content lists the text organizational structures while PA CC is broader and includes major sections and text features.</p>
<p>R5.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p>	<p>E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p>	<p>PA CC Eligible Content goes beyond location and identification found in the PA Academic Standard to interpreting and making connections between text and text features.</p>
<p>R5.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p>	<p>E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p>	<p>PA CC Eligible Content goes beyond location and identification and interpreting found in the PA Academic Standard to making connections between text and text features.</p>
<p>R5.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</p>	<p>While the PA Academic Standard Eligible Content focuses on sequence, the PA CC EC moves to a comparison of text structures.</p>
<p>Additional PA Common Core Eligible Content Not Addressed in PA Academic Standard Eligible Content In transitioning to PA Common Core and preparing students for the PA Common Core aligned</p>		

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>PSSAs, these specific competencies will be assessed and should be explicitly addressed.</p>		
Topic	PA Common Core Eligible Content	Comment
<p>Writing – Text Types and Purposes (Arguments)</p>	<p>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.</p> <p>E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.</p> <p>E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>E05.C.1.1.4 Establish and maintain a formal style.</p> <p>E05.C.1.1.5 Provide a concluding section related to the opinion presented.</p>	
<p>Writing – Text Types and Purposes (Informative/Explanatory)</p>	<p>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.</p> <p>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 Link ideas within and across categories of</p>	

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	<p>information, using words, phrases, and clauses (e.g. <i>in contrast, especially</i>).</p> <p>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5 Establish and maintain a formal style.</p> <p>E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p>	
<p>Writing – Text Types and Purposes (Narratives)</p>	<p>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; maintain a controlling point</p> <p>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.</p> <p>E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E05.C.1.3.5 Provide a</p>	

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	conclusion that follows from the narrated experiences or events.	
<p>Language - Conventions of Standard English (Grammar and Usage)</p>	<p>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>E05.D.1.1.2 Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb text.</p> <p>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.</p> <p>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*</p> <p>E05.D.1.1.5 Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).*</p> <p>E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*</p>	
<p>Language - Conventions of Standard English</p>	<p>E05.D.1.2.1 Use punctuation to separate items in a series.*</p>	

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
<p>(Capitalization, Punctuation, and Spelling)</p>	<p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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>).</p> <p>E05.D.1.2.4 Use underlining quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5 Spell grade-appropriate words correctly.</p>	
<p>Language - Knowledge of Language</p>	<p>E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.*</p> <p>E05.D.2.1.3 Choose punctuation for effect.*</p> <p>E05.D.2.1.4 Choose words and phrases for effect.*</p>	
<p>Text-Dependent Analysis - Evidence-Based Analysis of Text</p>	<p>E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	<p>E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.E.1.1.5 Establish and maintain a formal style.</p> <p>E05.E.1.1.6 Provide a concluding section related to the analysis presented.</p>	

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