

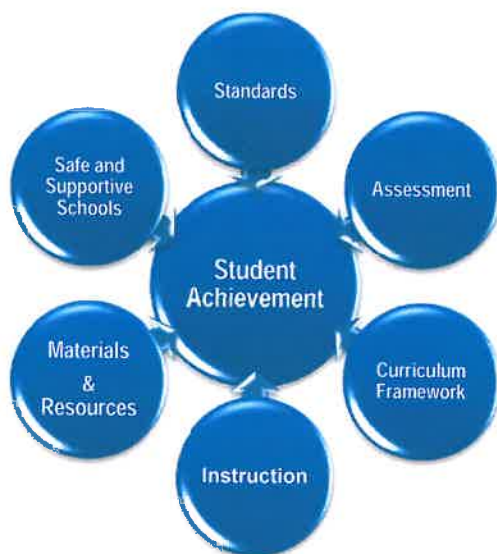
PA Core Instructional Shifts in ELA/Literacy

1. Balancing informational and literary text
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text based answers
5. Writing from sources
6. Academic vocabulary

Diagnostic Category Skills List

Quality of Writing—Focus and Organization

- Write sharply focused informative, explanatory, and argumentative texts.
- Use strategies such as cause/effect, compare/contrast, problem/solution, or process analysis.
- Accurately and effectively describe, explain, and summarize.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

CLASSROOM DIAGNOSTIC TOOLS

ELA: English Composition High School Grade Band Summary and Diagnostic Category Skills List

The English Language Arts summary for high school describes the performance in English Language Arts that students in grades 9–12 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for English Composition. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.



SAS Standards
Aligned
System

ELA High School Grade Band Summary

At this level, it is expected that students will be critical consumers of text and other media and demonstrate independence as readers and writers and engage in collaborative discussions while expressing themselves clearly.

Texts shift to a larger proportion of informational text – including moving from seminal U.S. documents of historical and literary significance to foundational U.S. and world documents of historical, political, and literary significance. Students have an awareness of author’s effectiveness, explicit and implicit assumptions and beliefs, purpose, style, and the progression over the course of a text.

As writers, students exhibit a sharp distinct focus, identifying topic, task, and audience. Writing addresses specific tasks, purposes, perspectives, and intended audience. Both informational and argumentative writing reflect research and evidence to create a clear and coherent message.

Upon graduation, students possess the knowledge and skills needed for success in college and careers.

Quality of Writing—Content and Style

- State a clear position and counterarguments.
- Support information and arguments with relevant and effective details.
- Maintain consistent control of language.
- Use an appropriate variety of sentence structures.

Quality of Writing—Editing

- Revise text to include precise, topic-specific language and details.
- Revise text for relevant information.
- Revise text for a consistent, objective style and tone.
- Revise text for clarity and precision.
- Revise text for logical transitions.

Conventions—Grammar and Sentence Formation

- Demonstrate correct sentence structures.
- Demonstrate correct grammar and usage.

Conventions—Punctuation, Capitalization, and Spelling

- Demonstrate correct spelling.
- Use correct capitalization.
- Use correct punctuation including commas, semicolons, quotation marks, and apostrophes.