

EPAS Standards for Transition-English crosswalked to PASS Language Arts  
Grades 6-12

Score Range	EPAS Standard	PASS
<b>Strand: Topic Development in Terms of Purpose and Focus</b>		
13-15	none	
16-19	Identify the basic purpose or role of a specified phrase or sentence	6. R/L: St.1:1. a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade level-appropriate words in fiction and nonfiction texts.
	Delete obviously irrelevant material from an essay	7. W/G/U&M:St.1:1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
		7. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		7. W/G/U&M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
		8. W/G/U&M:St.1:1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
		8. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		8. W/G/U&M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
		9. W/G/U&M:St.1:1.a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
		9. W/G/U&M:St.1:1.b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.
		9. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		9. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content and style.
		9. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		9. W/G/U&M:St.1:1.f. refine selected pieces frequently to publish for general and specific audiences.
		9. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
	9. W/G/U&M:St.1:6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).	
20-23	Identify the main theme or topic of a straightforward piece of writing	7. R/L: St.3:3.a. Summarize the main idea and how it is supported with specific details. 7. R/L: St.3:3.b. Recall major points in the text and make and revise predictions. 7. R/L: St.3:3.d. Support reasonable statements by reference to relevant aspects of text and examples.

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		8. R/L: St.3:3.a. Determine the main (or major) idea and how those ideas are supported with specific details.
		8. R/L: St.3:3.b. Paraphrase and summarize text to recall, inform, or organize ideas.
	Determine relevancy when presented with a variety of sentence-level details	8. R/L: St.3:2.a. Make inferences and draw conclusions supported by text evidence and student experiences.
		9. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.
		10. R/L: St.2.2.b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
24-27	Identify the focus of a simple essay, applying that knowledge to each paragraph's function and determining if an essay has met a specified goal	9.R/L:2:2.b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
		9. R/L: St.2.3.a. Identify the main idea and supporting details by producing summaries of text.
		9. R/L: St.2.4.b. Recognize deceptive and/or faulty arguments in persuasive texts.
		9. R/L: St.2.4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		10. R/L: St.2.4.b. Evaluate deceptive and/or faulty arguments in persuasive texts.
		10.R/L:2:4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		11.R/L:2:2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.
		12.R/L:2:2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.
		12. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.
	Delete material primarily because it disturbs the flow and development of the paragraph	9.WGU&M:1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		9.WGU&M:1:1.d. proofread writing for appropriateness of organization, content and style.
		9.WGU&M:1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		10.WGU&M:1:1.d. proofread writing for appropriateness of organization, content, and style.
		10.R/L:2:4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		11.WGU&M:1:1.d. proofread writing for appropriateness of organization, content, and style.
		12.WGU&M:1:1.d. proofread writing for appropriateness of organization, content, and style.

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	<p>Add a sentence to introduce or summarize the essay and to accomplish a fairly straightforward and limited purpose</p>	<p>10.WGU&amp;M:1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p> <p>11.WGU&amp;M:1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p> <p>12.WGU&amp;M:1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p> <p>12. R/L: St.2.3.a. Determine the main idea and supporting details by producing summaries of text.</p>
<p>28-32</p>	<p>Identify both the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, or the need to add supporting detail or delete plausible but irrelevant material</p>	<p>10.WGU&amp;M:2.8. Write for different purposes and audiences, adjusting tone, style, and voice as appropriate and continue to produce other writing forms introduced in earlier grades.</p> <p>11. R/L: St.1:3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p> <p>11. R/L: St.2.4.c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p> <p>11. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.</p> <p>11.WGU&amp;M:2.6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.</p> <p>12. R/L: St.1:3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p> <p>12. R/L: St.2.2.c. Investigate influences on a reader’s response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).</p> <p>12. R/L: St.2.2.d. Make reasonable assertions about author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>12. R/L: St.2.4.b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p> <p>12. R/L: St.2.4.d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p> <p>12.WGU&amp;M:2.5. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.</p>
	<p>Add a sentence to accomplish a subtle purpose such as emphasis and to express meaning through connotation</p>	<p>10. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.</p> <p>10. R/L: St.2.4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p> <p>10. R/L: St.2.4.d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.</p> <p>11. R/L: St.2.2.d. Make reasonable assertions about author’s arguments by using elements of the text to defend and clarify interpretations.</p>

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		<p>11.WGU&amp;M:1.6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p> <p>12. R/L: St.2.4.c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p> <p>12.WGU&amp;M:1.7. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and of writing.</p>
33-36	Determine whether a complex essay has accomplished a specific purpose	<p>11.R/L:2:4.b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p> <p>12.R/L:2:4.b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>
	Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	<p>11.WGU&amp;M:1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p> <p>11.WGU&amp;M:1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p> <p>11. R/L: St.2.4.b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p> <p>11. R/L: St.2.3.a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.</p> <p>11. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p> <p>12.WGU&amp;M:1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p> <p>12.WGU&amp;M:1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p> <p>12. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>
<b>Strand: Organization, Unity, and Coherence</b>		
13-15	Recognize blatantly illogical conjunctive adverbs	
16-19	Select the most logical place to add a sentence in a paragraph	<p>7. W/G/U&amp;M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</p> <p>8. W/G/U&amp;M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</p> <p>9. W/G.U&amp;M:St.1:1.b Develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.</p>

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		9. W/G/U&M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
20-23	Use a conjunctive adverb or phrase to express a straightforward logical relationship, such as chronology	7. W/G/U&M:St.3:1.k. Correctly use conjunctions.
		8. W/G/U&M:St.3:1.i. Correctly use conjunctions for coordination and subordination.
		8. W/G/U&M:St.1:3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.
	Decide the most logical place to add a sentence in an essay	8. W/G/U&M St.1:1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
		8. W/G/U&M St.1:2. Use details, examples, reasons, and evidence to develop an idea.
		8. W/G/U&M St.1:3. Use spaticla, chronological, and climactic organizational patterns as appropriate to purpose.
		9. W/G/U&M St.1:1.b. Develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.
		9. W/G/U&M St.1:1.d. Use a writing process to develop and refine composition skills. Students are expected to proofread writing for appropriateness of organization, content and style.
		9. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		10. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
	Add a sentence that introduces a simple paragraph	11. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		12. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		12. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
24-27	Use conjunctive adverbs or phrases to create subtle logical connections between sentences, such as cause-effect	9. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
		10. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
	Rearrange the sentences in a fairly uncomplicated paragraph	9. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		9. W/G/U&M St.1:1.d. Proofread writing for appropriateness of organization, content and style.
		9. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.

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		10. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		10. W/G/U&M St.1:1.d. Proofread writing for appropriateness of organization, content and style.
		10. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		11. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M St.1:1.d. Proofread writing for appropriateness of organization, content and style.
		11. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
28-32	Provide a transition between paragraphs when the essay is fairly straightforward	9. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
		10. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	9. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
		10.W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
		11.R/L:St.2.4.c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
		12.R/L:St.2.4.c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
		12.W/G/U&M:St.1:2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative expository, persuasive, or descriptive writing assignments.
	Rearrange sentences in a complex paragraph	10. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		10. W/G/U&M St.1:1.d. Proofread writing for appropriateness of organization, content and style.
		10. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		11. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M St.1:1.d. Proofread writing for appropriateness of organization, content and style.
11. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.		
12. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.		
12. W/G/U&M St.1:1.d. Proofread writing for appropriateness of organization, content and style.		

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		12. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
33-36	Add a sentence to introduce or conclude a fairly complex paragraph	11. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		12. W/G/U&M St.1:1.c.Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		12. W/G/U&M St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
	Consider the need for introductory sentences or transitions, basing decisions on a complete understanding of both the logic and rhetorical effect of the paragraph and essay	11.R/L St.2:4.b.Analysis and Evaluation: Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
		12.R/L St.2:4.a Analysis and Evaluation: Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.
<b>Strand: Word Choice in Terms of Style, Tone, Clarity, and Economy</b>		
13-15	Revise sentences to correct awkward and confusing arrangements of sentence elements	6. W/G/U&M:St.3:3.a. Correct sentence run-ons and fragments.
		6. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
		6. W/G/U&M:St.3:3.c. Differentiate between dependent and independent clauses.
		6. W/G/U&M:St.3:3.d. Write simple and compound sentences.
		7. W/G/U&M:St.3:3.a. Correct sentence run-ons and fragments.
		7. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
		7. W/G/U&M:St.3:3.c. Differentiate between dependent and independent clauses.
		7. W/G/U&M:St.3:3.d. Write simple, compound and complex sentences.
		8. W/G/U&M:St.3:3.a. Correct sentence run-ons and fragments.
		8. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
	Revise ambiguous pronouns that create obvious sense problems (e.g., meaning or logic)	8. W/G/U&M:St.3:3.c. Differentiate between dependent and independent clauses.
		8. W/G/U&M:St.3:3.d. Write simple, compound, complex and compound-complex sentences.
		6. W/G/U&M:St.3:1.d. Make pronouns agree with their antecedents.
		6. W/G/U&M:St.3:1.f. Use correct pronoun references.
		7. W/G/U&M:St.3:1.e.Use nominative, objective, and possessive pronouns correctly.
		7. W/G/U&M:St.3:1.f. Make pronouns agree with their antecedents.
	Delete obviously synonymous and wordy material in a sentence	7. W/G/U&M:St.3:1.g. Use correct pronoun reference.
		8. W/G/U&M:St.3:1.d. Make pronouns agree with their antecedents.
		8. W/G/U&M:St.3:1.e. Use correct pronoun reference.
		7. W/G/U&M:St.1:1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
		7. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.

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		8. W/G/U&M:St.1:1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
		8. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		9. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
Revise expressions that violate the essay's tone		9. R/L: St.1.5. Identify the relation of word meanings in analogies, homonymns, synonyms/antonyms, and connotations and denotations.
		9. R/L: St.2.4.d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.
		9. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content and style.
Revise phrases to provide the most specific detail		7. W/G/U&M:St.1:2. Use details, examples, reasons, and evidence to develop an idea.
		7. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		8. W/G/U&M:St.1:2. Use details, examples, reasons, and evidence to develop an idea.
		8. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		9. W/G/U&M:St.1:2. Use extension and elaboration to develop an idea.
		9. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
20-23	Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled")	8. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		9. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		10. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	9. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
10. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.		
10. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.		
	Determine the clearest and most logical conjunction to link clauses	8. W/G/U&M:St.3:1.i. Correctly use conjunctions for coordination and subordination.
24-27	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	9. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.
		10. W/G/U&M:St.1:4. Use precise word choices, including figurative language, that convey specific meaning and tone.

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	Identify and correct pronouns that have vague referents	9. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.
		10. W/G/U&M:St.3:1.e. Use correct pronoun/antecedent agreement and clear pronoun reference.
		11. W/G/U&M:St.3:1.e. Use correct pronoun/antecedent agreement and clear pronoun reference.
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	9. W/G/U&M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
28-32	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English	10.R/L St.1.4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
		10.R/L St.1.5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.
		10. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		10. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		10. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		10. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
		10. W/G/U&M:St.1:5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
		11.R/L St.1.4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
		11.R/L St.1.5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.
		11. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		11. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		11. W/G/U&M:St.1:3. Use language in creative and vivid ways to establish a specific tone.
		11. W/G/U&M:St.1:5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
		12.R/L St.1.4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
		12. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.

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		12. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		12. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		12. W/G/U&M:St.1:3. Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
		12. W/G/U&M:St.1:5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
Correct vague and wordy or clumsy and confusing writing containing sophisticated language		10. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		10. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		10. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		10. W/G/U&M:St.1:3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
		10. W/G/U&M:St.1:5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
		10. W/G/U&M:St.1:6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).
		11. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		11. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		11. W/G/U&M:St.1:3. Use language in creative and vivid ways to establish a specific tone.
		11. W/G/U&M:St.1:5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
		11. W/G/U&M:St.1:6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
		12. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		12. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		12. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
	12. W/G/U&M:St.1:3. Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.	

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		12. W/G/U&M:St.1:5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
		12. W/G/U&M:St.1:6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
33-36	Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	11. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		11. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		11. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		11. W/G/U&M:St.1:3. Use language in creative and vivid ways to establish a specific tone.
		11. W/G/U&M:St.1:5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
		11. W/G/U&M:St.1:6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
		12. W/G/U&M:St.1:1.c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
		12. W/G/U&M:St.1:1.d. proofread writing for appropriateness of organization, content, and style.
		12. W/G/U&M:St.1:1.e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
		12. W/G/U&M:St.1:3. Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
		12. W/G/U&M:St.1:5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
		12. W/G/U&M:St.1:6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
		12. W/G/U&M:St.1:7. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and of writing.
<b>Strand: Sentence Structure and Formation</b>		
13-15	Use conjunctions or punctuation to join simple clauses	6.W/G/U&M:St.3:1.i.Use prepositional phrases to elaborate written ideas.
		6.W/G/U&M:St.3:3.d. Write simple and compound sentences.
		7.W/G/U&M:St.3:1.k.Correctly use conjunctions.
		7.W/G/U&M:St.3:3.d.Write simple, compound, and complex sentences.
		8.W/G/U&M:St.3:3.d.Write simple, compound, complex and compound-complex sentences.

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	Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	<p>6. W/G/U&amp;M:St.3:1.a. Identify the principal parts of verbs to form verb tenses.</p> <p>6. W/G/U&amp;M:St.3:3.d. Write simple and compound sentences.</p> <p>7. W/G/U&amp;M:St.3:1.a. Recognize the principal parts of regular and irregular verbs.</p> <p>7. W/G/U&amp;M:St.3:1.b. Use the principal parts of verbs to form verb tenses.</p> <p>7. W/G/U&amp;M:St.3:3.d. Write simple, compound and complex sentences.</p> <p>8. W/G/U&amp;M:St.3:1a. Use the principal parts of verbs and progressive verb forms.</p> <p>8.W/G/U&amp;M:St.3:3.d. Write simple, compound, complex and compound-complex sentences.</p>
16-19	Use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments	<p>7. W/G/U&amp;M:St.3:3.a. Correct sentence run-ons and fragments.</p> <p>7. W/G/U&amp;M:St.3:3.d. Write simple, compound and complex sentences.</p> <p>8. W/G/U&amp;M:St.3:3.a. Correct sentence run-ons and fragments.</p> <p>8. W/G/U&amp;M:St.3:3.d. Write simple, compound, complex and compound-complex sentences.</p> <p>8. W/G/U&amp;M:St.3:1.i. Correctly use conjunctions for coordination and subordination.</p> <p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>9. W/G/U&amp;M:St.3:3.c. Correct run-on sentence.</p> <p>9. W/G/U&amp;M:St.3:3.d. Correct fragments.</p>
	Correct glaringly inappropriate shifts in verb tense or voice	<p>7. W/G/U&amp;M:St.3:1.c. Make subjects and verbs agree.</p> <p>8. W/G/U&amp;M:St.3:1.b. Make subjects and verbs agree.</p> <p>9. W/G/U&amp;M:St.3:1.b. Use correct verb forms and tenses.</p> <p>9. W/G/U&amp;M:St.3:1.c. Use correct subject-verb agreement.</p> <p>9. W/G/U&amp;M:St.3:1.d. Use active and passive voice.</p>
20-23	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing relative pronouns, dangling or misplaced modifiers)	<p>8. W/G/U&amp;M:St.3:1.e. Use correct pronoun reference.</p> <p>8. W/G/U&amp;M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</p> <p>8. W/G/U&amp;M:St.3:3.a. Correct sentence run-ons and fragments.</p> <p>8. W/G/U&amp;M:St.3:3.b. Correct dangling and misplaced modifiers.</p> <p>8. W/G/U&amp;M:St.3:3.c. Differentiate between dependent and independent clauses.</p> <p>8. W/G/U&amp;M:St.3:3.d. Write simple, compound, complex and compound-complex sentences.</p> <p>9. W/G/U&amp;M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p> <p>9. W/G/U&amp;M:St.3:3.a. Correct sentence run-ons and fragments.</p> <p>9. W/G/U&amp;M:St.3:3.b. Correct dangling and misplaced modifiers.</p> <p>9. W/G/U&amp;M:St.3:3.c. Differentiate between dependent and independent clauses.</p> <p>9. W/G/U&amp;M:St.3:3.d. Correct fragments.</p> <p>10. W/G/U&amp;M:St.3:3.a. Use parallel structure.</p> <p>10. W/G/U&amp;M:St.3:3.b. Correct dangling and misplaced modifiers.</p> <p>10. W/G/U&amp;M:St.3:3.c. Correct run-on sentences.</p> <p>10. W/G/U&amp;M:St.3:3.d. Correct fragments.</p> <p>10. W/G/U&amp;M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>

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24-27	Revise to avoid faulty placement of phrases and coordination and subordination of clauses in sentences with subtle structural problems	9. W/G/U&M:St.3:3.a. Use parallel structure.
		9. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
		9. W/G/U&M:St.3:3.c. Correct run-on sentences.
		9. W/G/U&M:St.3:3.d. Correct fragments.
		10. W/G/U&M:St.3:3.a. Use parallel structure.
		10. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
		10. W/G/U&M:St.3:3.c. Correct run-on sentences.
		10. W/G/U&M:St.3:3.d. Correct fragments.
		11. W/G/U&M:St.3:3.a. Use parallel structure.
		11. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
	11. W/G/U&M:St.3:3.c. Correct run-on sentences.	
	11. W/G/U&M:St.3:3.d. Correct fragments.	
	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	9. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		9. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.
10. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.		
10. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.		
11. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.		
	11. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.	
28-32	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	10. W/G/U&M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		10. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		10. W/G/U&M:St.3:3.c. Correct run-on sentences.
		10. W/G/U&M:St.3:3.d. Correct fragments.
		11. W/G/U&M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		11. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		11. W/G/U&M:St.3:3.c. Correct run-on sentences.
		11. W/G/U&M:St.3:3.d. Correct fragments.
		12. W/G/U&M:St.1:1.e. Edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		12. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
	12. W/G/U&M:St.3:3.c. Correct run-on sentences.	
	12. W/G/U&M:St.3:3.d. Correct fragments.	

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	Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole	10. W/G/U&M:St.3:1.e. Use correct pronoun/antecedent agreement and clear pronoun reference.
		11. W/G/U&M:St.3:1.e. Use correct pronoun/antecedent agreement and clear pronoun reference.
		12. W/G/U&M:St.3:1.e. Use pronouns effectively, correct pronoun/antecedent agreement and clear pronoun reference.
		10. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		10. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		11. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		11. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		12. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		12. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
33-36	Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	11. W/G/U&M:St.3:3.a. Use parallel structure.
		11. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
		11. W/G/U&M:St.3:3.c. Correct run-on sentences.
		11. W/G/U&M:St.3:3.d. Correct fragments.
		12. W/G/U&M:St.3:3.a. Use parallel structure.
		12. W/G/U&M:St.3:3.b. Correct dangling and misplaced modifiers.
		12. W/G/U&M:St.3:3.c. Correct run-on sentences.
12. W/G/U&M:St.3:3.d. Correct fragments.		
<b>Strand: Conventions of Usage</b>		
13-15	Solve such basic usage problems as whether to use a comparative or a superlative adjective and which word to use in such pairs as <i>past</i> or <i>passed</i>	6. W/G/U&M:St.3:1.k. Form regular and irregular plurals correctly.
		7. W/G/U&M:St.3:1.l. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
		8. W/G/U&M:St.3:1.j. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
		6. W/G/U&M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
		7. W/G/U&M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
		8. W/G/U&M:St.1:6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
		6. W/G/U&M:St.3:1. e. Correctly form and use the comparative and superlative forms of adjectives.
		7. W/G/U&M:St.3:1.h. Correctly form and use the comparative and superlative forms of adjectives.
		8. W/G/U&M:St.3:1.f. Correctly form and use the comparative and superlative forms of adjectives.
		6. W/G/U&M:St.3:2.c. Distinguish correct spelling of commonly misspelled words and homonyms.
		7. W/G/U&M:St.3:2. c. Distinguish correct spelling of commonly misspelled words and homonyms.
		8. W/G/U&M:St.3:2.c. Distinguish correct spelling of commonly misspelled words and homonyms.

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16-19	Solve such basic grammatical problems as whether to use an adverb or an adjective form; how to form comparative and superlative adjectives; how to ensure straightforward subject-verb and pronoun-antecedent agreement; and when to use the contraction <i>it's</i>	7. W/G/U&M:St.3:1.c. Make subjects and verbs agree.
		8. W/G/U&M:St.3:1.b. Make subjects and verbs agree.
		9. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		7. W/G/U&M:St.3:1.f. Make pronouns agree with their antecedents.
		8. W/G/U&M:St.3:1.d. Make pronouns agree with their antecedents.
		9. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.
		7. W/G/U&M:St.3:1.d. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.
		7. W/G/U&M:St.3:1.i. Use prepositional phrases to elaborate written ideas.
		7. W/G/U&M:St.3:2. b. Punctuate correctly in writing, including: apostrophes in contractions and possessives.
20-23	Identify the past and past participle forms of irregular but commonly used verbs and identify idiomatically appropriate prepositions in terms of their context	8. W/G/U&M:St.3:1a. Use the principal parts of verbs and progressive verb forms.
		9. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		10. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
	Ensure that a verb agrees with its subject when there is some text between the two	8. W/G/U&M:St.3:1.b. Make subjects and verbs agree.
		8. W/G/U&M:St.3:1.h. Use infinitives, gerunds, and participles to vary sentence structure in writing.
		9. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		9. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		10. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		10. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
24-27	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	9. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.
		10. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.
		11. W/G/U&M:St.3:1.e. Correct pronoun/antecedent agreement and clear pronoun reference.
	Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>	9. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		10. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.
		11. W/G/U&M:St.3:1.b. Use correct verb forms and tenses.

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28-32	Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronoun <i>who</i> rather than <i>whom</i>	10. W/G/U&M:St.3:1.a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
		11. W/G/U&M:St.3:1.a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
		12. W/G/U&M:St.3:1.a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)	10. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		11. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		12. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
33-36	Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	11. R/L: St.1:4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
		12. R/L: St.1:4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
	Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	11. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
		12. W/G/U&M:St.3:1.c. Use correct subject-verb agreement.
<b>Strand: Conventions of Punctuation</b>		
13-15	Delete commas that create basic sense problems (e.g., between two parts of a compound noun, between verb and direct object)	6. W/G/U&M:St.3:2. b. Punctuate correctly in writing: Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases;
		7. W/G/U&M:St.3:2. b. Punctuate correctly in writing, including: commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.
		8. W/G/U&M:St.3:2.b. Punctuate correctly in writing, including: i. Commas
16-19	Provide appropriate punctuation in straightforward situations (e.g., items in a series)	7. W/G/U&M:St.3:2. b. Punctuate correctly in writing, including: commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.
		8. W/G/U&M:St.3:2.b. Punctuate correctly in writing, including: i. Commas
		9. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.

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	Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	<p>7. W/G/U&amp;M:St.3:2. b. Punctuate correctly in writing, including: commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.</p> <p>8. W/G/U&amp;M:St.3:2.b. Punctuate correctly in writing, including: i. Commas</p> <p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>
20-23	Use commas to set off basic parenthetical phrases	<p>8. W/G/U&amp;M:St.3:2.b. Punctuate correctly in writing, including: i. Commas</p> <p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>10. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>
	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	<p>8. W/G/U&amp;M:St.3:2.b. Punctuate correctly in writing, including: i. Commas</p> <p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>10. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>
24-27	Use punctuation to set off complex parenthetical phrases or adverbial phrases	<p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>10. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>11. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>
	Recognize and delete unnecessary commas based on a careful reading of the entire sentence (e.g., between compound sentence elements joined by a conjunction)	<p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>10. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>11. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>
	Use apostrophes to indicate simple possessive nouns	<p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>10. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>11. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>
	Recognize inappropriate uses of colons and semicolons	<p>9. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>10. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p> <p>11. W/G/U&amp;M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>

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28-32	Use commas to set off a nonessential/nonrestrictive appositive or clause	10. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		11. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		12. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)		10. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		10. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		11. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		11. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		12. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		12. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
Use an apostrophe to show possession, especially with irregular plural nouns		10. W/G/U&M:St.3:1.a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
		10. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		11. W/G/U&M:St.3:1.a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
		11. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		12. W/G/U&M:St.3:1.a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
		12. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
Use a semicolon to indicate a relationship between closely related independent clauses		10. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		10. W/G/U&M:St.3:3.c. Correct run-on sentences.
		10. W/G/U&M:St.3:3.d. Correct fragments.
		11. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		11. W/G/U&M:St.3:3.c. Correct run-on sentences.
		11. W/G/U&M:St.3:3.d. Correct fragments.
		12. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		12. W/G/U&M:St.3:3.c. Correct run-on sentences.
		12. W/G/U&M:St.3:3.d. Correct fragments.

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33-36	Use a colon to introduce an example or an elaboration	11. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		11. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
		12. W/G/U&M:St.1:1.e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
		12. W/G/U&M:St.3:2.c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.